DEPARTMENT OF HIGHER EDUCATION
FY 2014-15 JOINT BUDGET COMMITTEE HEARING AGENDA

Thursday, December 12, 2013
9:00 am – 5:00 pm
Legislative Services Building Hearing Room A

9:00-9:40 DEPARTMENT OF HIGHER EDUCATION

Questions Common To All Departments

1. Please describe how the department responds to inquiries that are made to the department. How does the department ensure that all inquiries receive a timely and accurate response?

   The Department of Higher Education strives to provide excellent customer service in response to all inquiries or complaints. In addition to providing support and service to Colorado's institutions of higher education, the department also provides direct service and assistance to students when necessary. For inquires of the department, issues are directed to the specific division or staff who can provide responses to the questions. As it relates to complaints, the department has an on-line process which allows individuals to file their grievance which is directed and resolved by the appropriate staff depending on the type of institution and the specific complaint or issue. This process allows the department to track complaints and ensure that they are being addressed and resolved as timely as possible. The department's complaint policy and process is noted below.

   Complaint Policy

   To file a complaint against a Colorado institution (public or private) or report a possible diploma mill or illegal school, follow the steps below to determine your next step in reporting a complaint/grievance to the Colorado Department of Higher Education.

   For additional information about diploma mills and illegal schools, including a list of all accredited institutions and programs recognized in the U.S., view this Council for Higher Education Accreditation (CHEA) website. Click Here

   Read through the process completely before continuing with the process.

If you are filing a complaint...

STEP 1: *Have you filed a complaint/grievance at your institution?* ***Before submitting a complaint with the Department of Higher Education, you must exhaust opportunities for resolution at your institution.*** *If the institutional procedure has been utilized with no resolution, proceed to STEP 2.*

NOTE: There is no similar filing requirement that a student must first exhaust a private occupational school's internal grievance procedure before filing a complaint with the Division of Private Occupational Schools, although attempting a resolution before filing is strongly encouraged.

STEP 2: *If the issue is with a Colorado public higher education institution, review the Department of Higher Education's student appeals FAQ and policy.*

If the issue is with a Colorado private or occupational institution, be aware that Colorado Law, Rules and Regulations concerning the regulation of private occupational schools (12-59-118), Complaints of Deceptive Trade or Sales Practices, states in part that, "A complaint filed under this section is a public record subject to the provisions of article 72 of title 24, C.R.S., and shall be filed within two years after the student discontinues his/her training at the school."

STEP 3: *Once an understanding has been established between the student/complainant and the Department of Higher Education. Complete and submit the* ***online complaint form****.*

STEP 4: *Division personnel will review the information provided, and where appropriate an investigation will be initiated. On all matters, this agency will either investigate the complaint or will send it directly to another agency that is authorized to address the concerns. If academic or personal records from the institution are required to investigate the complaint, you will be required to submit signed authorization permitting the school/institution to release records to us.*

If you are reporting a diploma mill...

STEP 1: *Read the definition of a diploma mill or illegal school at the Department of Education. Click Here Once you have confirmed that this definition fits your scenario, proceed to Step 2...*

STEP 2: *Complete and submit the* ***online complaint form*** *to report a diploma mill or illegal school. When prompted to select a school, choose the 'Not Listed' option to enter your specific information.*

STEP 3: *Division personnel will review the information provided, and where appropriate an investigation will be initiated. On all matters, this agency will either investigate the complaint or will send it directly to another agency that is authorized to address the concerns. If academic or personal records from the institution are required to* *investigate the complaint, you will be required to submit signed authorization permitting the school/institution to release records to us.*

Questions for the Department of Higher Education

Trends: Tuition, Enrollment, Performance

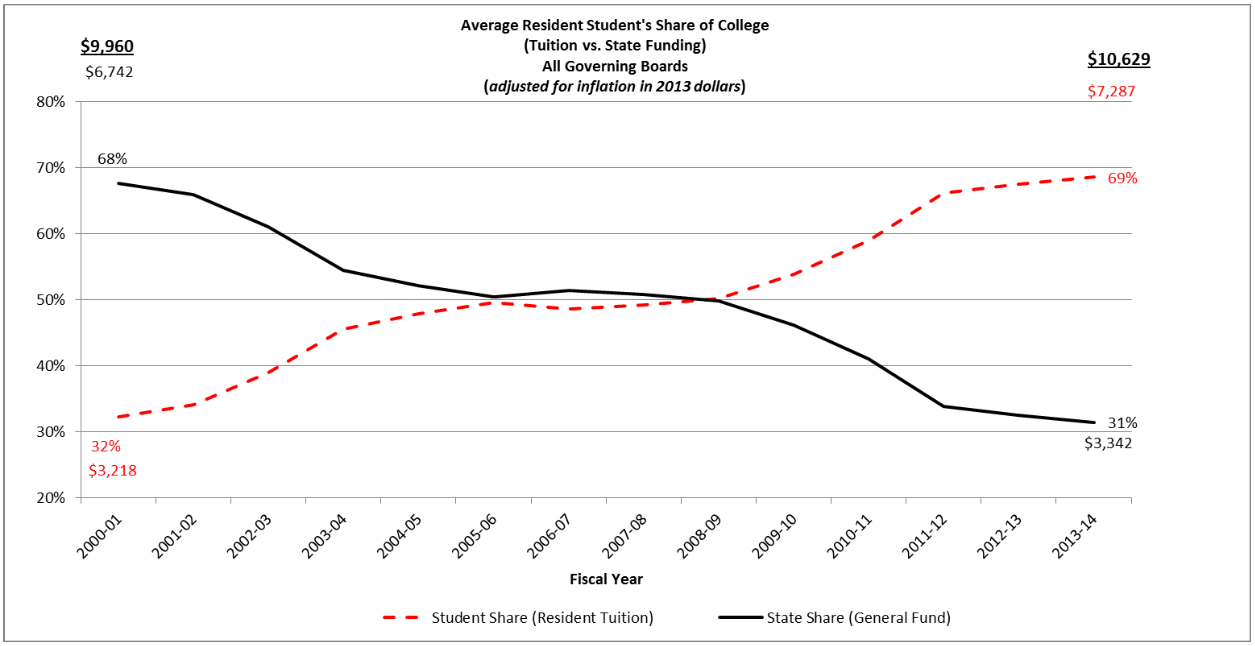
2. Compare increases in tuition between the early 2000s recession and most recent recession. How did S.B. 10-003 impact tuition and institutions' revenue in the most recent recession?

   The chart below shows the tuition increases during the last two recessions, from FY 2001-02 to FY 2003-04 and from FY 2008-09 to FY 2013-14. The tuition increases during the recession in the early 2000s were slightly smaller than those during the most recent recession. This can be explained in large part by looking at the decreases in General Fund during the earlier recession compared to the recent one. From the time period of FY 2000-2001 to FY 2003-04, General Fund appropriations to institutions of higher education (in 2013 dollars) decreased by 23%. General Fund appropriations decreased by 30% during the most recent period of state funding reductions, FY 2009-10 to FY 2012-13.

Change in Resident Undergraduate Tuition During Recessions:
FY 2001 to FY 2004 and FY 2009 to FY 2013

Institution	2001-02		2002-03		2003-04		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
	Dollar Change	Percent Change	Dollar Change	Percent Change	Dollar Change	Percent Change	Dollar Change	Percent Change	Dollar Change	Percent Change	Dollar Change	Percent Change	Dollar Change	Percent Change	Dollar Change	Percent Change	Dollar Change	Percent Change
University of Colorado - Boulder	$100	4.0%	$162	6.2%	$416	15.0%	$504	9.3%	$524	8.8%	$572	8.9%	$654	9.3%	$384	5.0%	$704	8.7%
University of Colorado - Colorado Springs	$192	8.4%	$260	10.4%	$274	10.0%	$390	7.5%	$270	4.8%	$420	7.2%	$450	7.2%	$330	4.9%	$420	6.0%
University of Colorado - Denver	$192	8.4%	$262	10.5%	$276	10.0%	$430	8.5%	$228	4.2%	$504	8.8%	$560	9.0%	$1,204	17.8%	$480	6.0%
Colorado State University	$94	3.9%	$153	6.1%	$253	9.5%	$384	9.5%	$398	9.0%	$434	9.0%	$1,051	20.0%	$568	9.0%	$619	9.0%
Colorado State University - Pueblo	$80	4.1%	$120	6.2%	$229	11.1%	$238	7.5%	$310	9.1%	$336	9.0%	$524	12.9%	$902	19.6%	$0	0.0%
Fort Lewis College	$68	3.9%	$110	6.1%	$118	6.2%	$198	7.5%	$256	9.0%	$278	9.0%	$668	19.8%	$752	18.6%	$432	9.0%
University of Northern Colorado	$83	4.0%	$135	6.3%	$230	10.0%	$342	9.5%	$354	9.0%	$384	8.9%	$620	13.2%	$164	3.1%	$284	5.2%
Adams State University	$62	3.9%	$76	4.6%	$86	5.0%	$168	7.2%	$216	8.7%	$240	8.8%	$360	12.2%	$504	15.2%	$1,056	27.7%
Colorado Mesa University	$65	4.0%	$79	4.7%	$88	5.0%	$432	11.1%	$367	8.5%	$788	16.8%	$300	5.5%	$322	5.6%	$336	5.5%
Metropolitan State University of Denver	$70	4.0%	$87	4.7%	$96	5.0%	$183	7.5%	$235	9.0%	$320	11.2%	$639	20.2%	$495	13.0%	$387	9.0%
Western State Colorado University	$62	4.0%	$76	4.7%	$85	5.0%	$192	7.1%	$260	9.0%	$282	9.0%	$500	14.6%	$705	18.0%	$648	14.0%
Colorado School of Mines	$190	4.0%	$306	6.2%	$454	8.7%	$851	9.5%	$780	8.0%	$960	9.1%	$1,035	9.0%	$1,005	8.0%	$810	6.0%
Colorado Community College System	$69	4.0%	$86	4.8%	$94	5.0%	$115	5.0%	$219	9.0%	$239	9.0%	$288	10.0%	$207	6.5%	$202	6.0%
Average Tuition Increase	$102	4.66%	$147	6.28%	$208	8.12%	$341	8.21%	$340	8.15%	$443	9.59%	$588	12.52%	$580	11.10%	$491	8.62%

The deeper cuts to state higher education state support funding during the most recent recession and continued economic uncertainty created a need for greater tuition setting flexibility as reflected in the passage of Senate Bill 10-003 which granted the public institutions the ability to increase resident undergraduate tuition by up to 9 percent over the prior year and higher pending the approval of a financial accountability plan. One of the impacts of cuts to operating funding and increased tuition was the acceleration of the reliance on tuition and fee funding system wide as illustrated in the following table:



In FY 2000-01, the student's share of revenues was 32% and the state's share was 68%. For FY 2013-14, these percentages have switched, with tuition making up 68% and the state's share being 32%. When looking specifically at the three years since the passage of S.B. 10-003, in FY 2009-10 the state and student split the cost of college almost down the middle at 50%. Four years later, in FY 2013-14, the state share of the costs had decreased by 18% and the students share had increased by the same amount.

3. How did student enrollment growth compare during the last two recessions? Are populations stabilizing or declining now that the recession is easing?

Overall, resident enrollment growth (FTE) during the last two recessions (FY 2002 through FY 2004 and FY 2009 through FY 2011) was very similar, with total growth from the beginning to the end of the recessions of about fifteen percent. During the most recent recession, the majority of resident enrollment growth occurred between FY 2009 to FY 2010, with an additional 14,234 FTE in FY 2010, an increase of 9.8%. However, in the earlier recession, the resident enrollment growth occurred at a steadier rate, with the largest *increase of 8,414 FTE, or 6.6%, occurring from FY 2002 to FY 2003. See Table One below for a detailed breakdown of resident enrollment changes during the last two recessions.*

While enrollment has been decreasing the previous two years, it is likely that this is due to a stabilization of campus populations after the last recession created an artificial spike in resident enrollment. As illustrated in Table Two below, in the last year before the recession, FY 2007-08, total enrollment was 140,604 FTE. Five years later, in FY 2012-13, enrollment had spiked to 160,980 FTE, even after two years of decreases in enrollment. Additionally, over the last 20 years, the average annual increase in resident FTE has been 1.8%. During the last recession, annual increases in resident FTE ranged from 2.8% to 9.8%, much larger than the average annual increase of 1.8%. Therefore, it is expected that enrollment would dip and then stabilize after such large increases during the recession.

Table 1

Change in Enrollment During Recessions:

FY 2001 to FY 2004 and FY 2009 to FY 2013 [1]

	2000-01		2001-02		2002-03		2003-04		2008-09		2009-10		2010-11		2011-12		2012-13	
	FTE Change	Percent Change	FTE Change	Percent Change	FTE Change	Percent Change	FTE Change	Percent Change	FTE Change	Percent Change	FTE Change	Percent Change	FTE Change	Percent Change	FTE Change	Percent Change	FTE Change	Percent Change
University of Colorado System	287	1.0%	906	3.1%	2,182	7.2%	1,520	4.7%	507	1.4%	1,608	4.5%	-155	-0.4%	-280	-0.8%	-466	-1.3%
Colorado State University System	-59	-0.3%	532	2.8%	755	3.8%	595	2.9%	533	2.6%	806	3.8%	645	2.9%	-286	-1.3%	-420	-1.9%
Community Colleges of Colorado System	463	1.3%	1,867	5.2%	4,109	10.9%	2,659	6.3%	2,992	7.1%	8,485	18.9%	5,589	10.5%	-198	-0.3%	-3,321	-5.6%
Adams State University	-85	-4.5%	111	6.1%	46	2.4%	27	1.4%	-57	-3.3%	211	12.8%	92	5.0%	30	1.5%	-76	-3.8%
Colorado Mesa University	180	4.9%	147	3.8%	179	4.4%	125	3.0%	82	1.8%	738	16.3%	605	11.5%	459	7.8%	255	4.0%
Colorado School of Mines	-93	-4.0%	106	4.7%	128	5.4%	130	5.2%	99	3.3%	195	6.2%	40	1.2%	13	0.4%	60	1.8%
Fort Lewis College	-84	-3.0%	128	4.8%	-16	-0.6%	-57	-2.0%	-195	-7.4%	-19	-0.8%	-9	-0.4%	-109	-4.5%	-62	-2.7%
Metropolitan State University of Denver	-97	-0.8%	915	7.7%	959	7.5%	458	3.3%	486	3.2%	1,154	7.4%	448	2.7%	-440	-2.6%	-517	-3.1%
University of Northern Colorado	51	0.6%	47	0.5%	333	3.7%	175	1.9%	-704	-7.5%	246	2.8%	135	1.5%	-67	-0.7%	-220	-2.5%
Western State Colorado University	-67	-4.5%	67	4.7%	51	3.4%	68	4.4%	25	1.8%	-31	-2.1%	-25	-1.8%	-54	-3.9%	-7	-0.5%
Local District Colleges	52	0.9%	136	2.3%	-312	-5.1%	-389	-6.7%	205	4.1%	841	16.3%	436	7.2%	110	1.7%	-35	-0.5%
Total	548	0.4%	4,963	4.0%	8,414	6.6%	5,311	3.9%	3,973	2.8%	14,234	9.8%	7,801	4.9%	-822	-0.5%	-4,809	-2.9%

[1] Data includes FTE for resident undergraduate and graduate students from the annual FTE report.

Table 2

Enrollment History During Recession

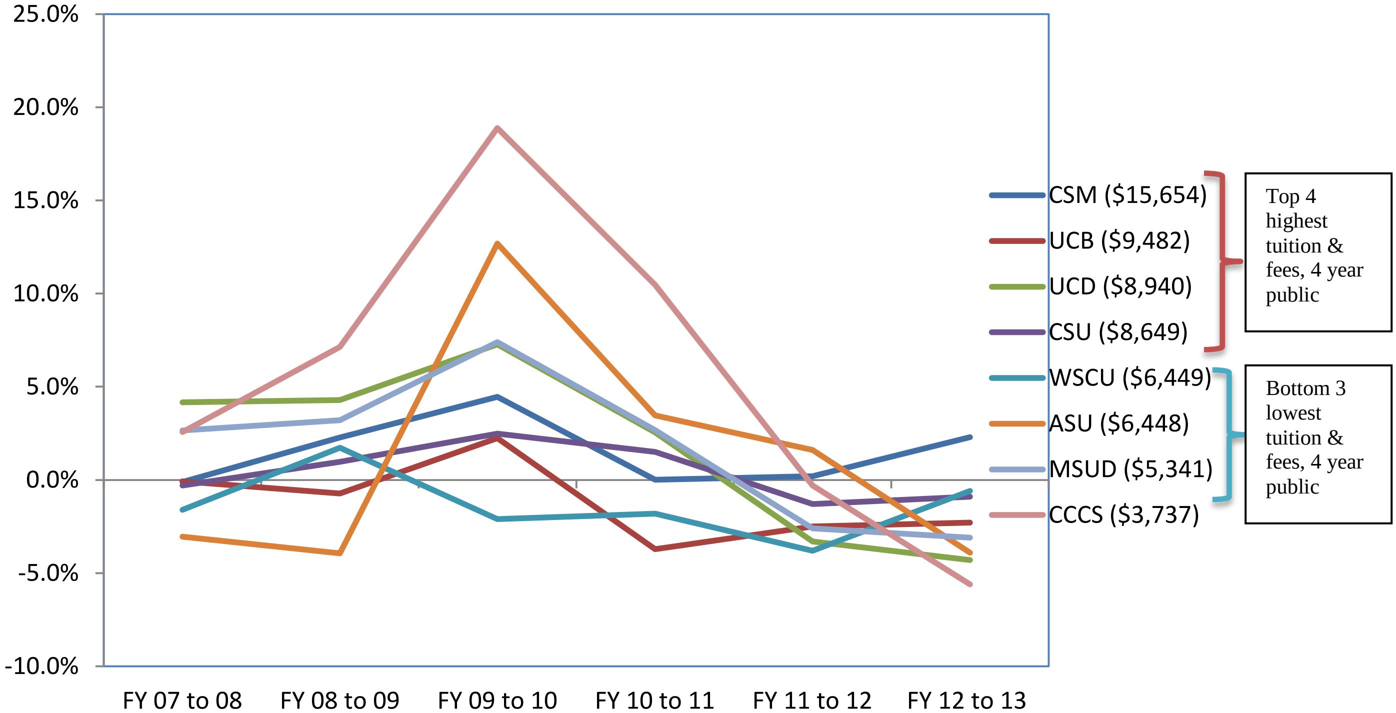
FY 2001 to FY 2004 and FY 2009 to FY 2013 [1]

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
University of Colorado System	29,258	30,164	32,346	33,866	34,571	34,842	34,792	35,184	35,691	37,299	37,144	36,864	36,398
Colorado State University System	19,106	19,638	20,393	20,988	21,480	21,135	20,754	20,770	21,303	22,109	22,754	22,468	22,048
Community Colleges of Colorado System	35,938	37,805	41,914	44,573	44,564	42,454	40,876	41,928	44,920	53,405	58,994	58,796	55,475
Adams State University	1,809	1,920	1,966	1,993	1,894	1,933	1,822	1,703	1,646	1,857	1,949	1,979	1,903
Colorado Mesa University	3,883	4,030	4,209	4,334	4,481	4,229	4,411	4,459	4,541	5,279	5,884	6,343	6,598
Colorado School of Mines	2,251	2,357	2,485	2,615	2,845	2,974	3,019	3,045	3,144	3,339	3,379	3,392	3,452
Fort Lewis College	2,672	2,800	2,784	2,727	2,733	2,656	2,644	2,621	2,426	2,407	2,398	2,289	2,227
Metropolitan State University of Denver	11,846	12,761	13,720	14,178	14,627	14,686	14,744	15,135	15,621	16,775	17,223	16,783	16,266
University of Northern Colorado	9,041	9,088	9,421	9,596	9,878	9,881	9,658	9,362	8,658	8,904	9,039	8,972	8,752
Western State Colorado University	1,432	1,499	1,550	1,618	1,545	1,522	1,452	1,428	1,453	1,422	1,397	1,343	1,336
Local District Colleges	6,021	6,157	5,845	5,456	5,231	5,041	5,085	4,969	5,174	6,015	6,451	6,561	6,526
Total	123,256	128,219	136,633	141,944	143,849	141,353	139,257	140,604	144,577	158,811	166,612	165,790	160,981

[1] Data includes FTE for resident undergraduate and graduate students from the annual FTE report.

4. Is enrollment at some types of institutions more counter-cyclical than at others? Do institutions that are more expensive lose students during recession because the students have to pay more? Are there more students in school because there is less of a job market?

Percent change in resident undergraduate FTE over time
(Average FY 2012-2013 Tuition and Fees in parenthesis)



Enrollment in higher education, in general, tends to run counter-cyclical to economic conditions. When the economy is contracting and fewer jobs are available, enrollment in higher education tends to increase. However, when the economy begins to recover and jobs become more plentiful, as is the current trend, some students may opt to suspend coursework and reenter the workforce. Colorado specific data suggest that in the wake of the Great Recession, enrollment in public Institutions did increase significantly. The Colorado Community College System (CCCS) saw the largest percent change in resident FTE undergraduates from FY 2008-09 to FY 2009-10 (18.9%). Adams State University (ASU) and Metropolitan State University of Denver (MSUD), which have the lowest published tuition and fees for public four-year institutions in Colorado, also saw large gains in FTE enrollment during that same time period (12.7% and 7.4% respectively). Four-year institutions with higher tuition and fees such as Colorado School of Mines (CSM), University of Colorado Boulder (UCB) and Colorado State University (CSU) had lower enrollment gains (4.4%, 2.2% and 2.5% respectively) during the peak effects of the recession. The University of Colorado Denver (UCD), which has the third highest tuition and fees for four-year public *institutions, still saw significant gains in enrollment from FY 2008-09 to FY 2009-10 (7.3%), and Western State Colorado University, which has low tuition and fees, saw no gains during that period. Thus, when looking at four-year public institutions overall, less expensive institutions had larger enrollment gains following the recession than more expensive institutions, but there are clearly other factors at play than the economy that affect enrollment patterns (as evidenced by UCD and WSCU). The clearest trend, nonetheless, is the surge in community college enrollment in FY 2009-10 to 2010-11. These findings are substantiated by national trends.*

The National Student Clearinghouse released a report in 2011 titled National Postsecondary Enrollment Trends: Before, During, and After the Great Recession. The study looked at enrollment patterns for the nation as whole and found significant increases in community college enrollment, peaking in 2009 and declining in 2010. The report notes that the surge in community college enrollment may have been driven by two groups of traditional-age students believed to have entered community colleges in larger numbers during this time:

(1) students who, in a better economy, might have enrolled in other types of institutions but who may have chosen to enroll in community colleges instead during the recession, possibly to save money; and (2) students who, in a better economy, may have entered directly into the workforce after high school but who during this period may have chosen to enter college instead. These trends likely also reflect strategies employed by community colleges during this time, such as targeted marketing campaigns, as well as increased federal investment in the Pell grant program. (NSC, 2011, 6)

Another reason for increased enrollment at community colleges is that there was an increased need for adults—who may have been laid off during the recession—to return to college to get retrained or to learn new skills. The report continues on to explain the effects of increases in enrollment and subsequent declines:

Enrollment declines at community colleges in 2010 coincided with the strains on capacity faced by many institutions during the 2009 surges in enrollment, as well as with the initial turn toward economic recovery. These findings underscore the importance of enhancing vertical transfer pathways for students who are entering community colleges as a first step toward a bachelor's degree. In addition, they help point to the need for continued state support and enhanced structural development within the two-year public sector. (NSC, 2011, 6)

Since 2012, enrollment flattened by about 5,000 FTE. All higher education institutions are impacted to some degree but the trend is that open access institutions are impacted to a greater extent than four year or research institutions. The Colorado Community College System and Metropolitan State University of Denver, have experienced more dramatic swings of 5.6% and 3.1% in FY 2012-13 respectively because their student populations are more likely to feel the pressure to move back to gainful employment once the workforce adequately recovers. Less impacted are four year and research institutions, in part because they did not experience the same enrollment increases during the Great Recession.

Sources:
Colorado Department of Higher Education, FTE Student Enrollment Report, 2013.
Colorado Department of Higher Education, Tuition and Fees Report Fiscal Year 2012-13, 2013.
National Student Clearinghouse Research Center, National Postsecondary Enrollment Trends: Before, During, and After the Great Recession, 2013.

5. [Background: The 2012 Master Plan includes a goal of 66 percent postsecondary credential attainment for Colorado citizens aged 25-34 by 2025 (1,000 additional undergraduate credentials per year).] How is this goal affected by the cyclical trends in higher education enrollment? Did the Great Recession assist the state in moving toward this goal as people stayed in school longer? Are improvements in the economy making it difficult to achieve this goal and driving enrollment declines? Will getting additional degrees actually assist people to get jobs that pay well upon graduation?

National studies have shown that there is a counter-cyclical relationship between a state's economic performance and enrollment in higher education. A recent University Of Wisconsin, Madison study using data collected from 1990 through 2009, found that a one percentage point uptick in unemployment is associated with a 1.1 to 3.3 percent increase in enrollment demand at community colleges. The same study found that higher levels of unemployment are associated with a greater increase in fulltime college attendance (as opposed to part-time). There are also some indicators that the impact of a bad economy on increased enrollment is greater for institutions in metropolitan areas as opposed to rural institutions. Certainly in Colorado we saw more dramatic increases in enrollment with the onset of the Great Recession and as the Colorado economy continues to recover we're seeing enrollment numbers flatten as some would-be students opt to defer studies in order to seek employment or remain in the workforce at existing education levels. (See question #4).

Cyclical enrollment trends driven by the economy tend to be short term and a relatively minor factor when measured against total postsecondary enrollment. By contrast, the 2012 Master Plan goal represents an effort toward a long-term course correction recognizing that Colorado and the nation will require many more citizens with postsecondary degrees in order to remain economically competitive. Studies by the Georgetown Center for Education Studies and the Workforce show that by 2018, 67% of jobs in Colorado will require some level of post-secondary education. In fact the Great Recession has dramatically increased the importance of postsecondary degree attainment:

- *Earnings potential is no longer the driver of postsecondary education: without postsecondary skills, many people will not be able to get a job at all. Almost half of the jobs lost in the recession that began in December, 2007 have been recovered and virtually all of those jobs required some form of postsecondary education.*

- *In 2012, seven percent of graduates with a bachelor degree or better are still unemployed and another 14 percent are underemployed in jobs beneath their skill levels. By comparison, the unemployment rate for new high school graduates is 24 percent and 42 percent for those individuals are underemployed.*
- *During the recession the US shed 5.6 million jobs that were held by Americans with high school or less education and 1.75 million jobs that required an associate's degree or less. Meanwhile the number of jobs available for Americans with a bachelor's degree or more actually grew.*

The bottom line is that the recession has underscored the need for the Master Plan goal for increased postsecondary degree attainment as desirable for students to succeed in the workforce and necessary for the continued health of the state's economy. For more information see: *http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/CollegeAdvantage.FullReport.081512.pdf*

6. Have changes in the Pell affected enrollment? Do some institutions still allow students who do not have high school diploma or GED to attend? How does that impact funding? How are these students paying for these degrees? Do institutions do remedial education to help the students get the GED so that they can qualify for the Pell grants?

In FY2012-13 both resident undergraduate FTE and Pell recipient FTE have dropped off slightly from prior years but there is no clear correlation between these factors.
The changes to Pell eligibility have resulted in a 5.6% drop in Pell grant recipients from the prior year. This is the first time that there were fewer recipients than the prior year since FY 2006-07. At public institutions in Colorado, the changes to Pell grant eligibility reduced total Pell funding by nearly $9.7 million, but the average Pell grant per FTE increased slightly. This is illustrated in the table below:

Pell Grant Recipient FTE at Public Institutions					
Fiscal Year	Pell recipient FTE	Undergraduate Res FTE	Percentage Pell FTE	Total Pell Grants	Average Pell per FTE
2008-2009	40,090	134,026	29.91%	133,037,979	3,318
2009-2010	56,638	147,747	38.33%	232,555,692	4,106
2010-2011	70,413	154,890	45.46%	294,568,494	4,183
2011-2012	75,169	154,284	48.72%	296,301,033	3,942
2012-2013	70,970	149,849	47.36%	286,537,462	4,037

The Consolidated Appropriations Act of 2012 limits federal financial aid eligibility to students *who have earned either a GED or a high school diploma. The law was enacted in FY 2012-13. There is a grandfathering provision for students who were enrolled prior to July 1, 2012 who qualified for aid under the prior rules. At community colleges, students without a GED or high school diploma may be admitted but the students will not be eligible for financial aid. As a result there is no impact on aid funding for eligible students.*

The Colorado Department of Education oversees GED preparation programs in Colorado. A list of GED preparation is available here: http://www.cde.state.co.us/cdeadult/gedprepsites.

7. Provide an update on graduation rates and how these compare across institutions. How do retention rates and graduation at Mines compare to the rest of the system?

   Statewide, graduation rates across the different institutions have increased since 2010. Graduation rates at two-year institutions have fluctuated slightly, but in 2012, two-year institutions graduated 21.5 percent of students within 3 years. At four-year institutions, the graduation rate has been steadily increasing, with graduations in 2012 at 58.5 percent within 6 years. Graduation Rates at 150% by year of graduation means graduating within three years at a two-year institution and graduating within six years at a four-year institution. Data for the past three years is provided in the table below:

Graduation Rates, 150%, by Year of Graduation	2010			2011			2012		
	Sum of cohort	Sum of grad any inst	grad rate %	Sum of cohort	Sum of grad any inst	grad rate %	Sum of cohort	Sum of grad any inst	grad rate %
Two Year Institutions	**5845**	**1223**	**20.9%**	**6779**	**1760**	**26.0%**	**7728**	**1658**	**21.5%**
Aims Community College	226	47	20.8%	426	100	23.5%	539	123	22.8%
Arapahoe Community College	395	85	21.5%	315	61	19.4%	399	71	17.8%
Colorado Mountain College	335	72	21.5%	388	101	26.0%	99	17	17.2%
Colorado Northwestern Community College	99	14	14.1%	145	29	20.0%	147	42	28.6%
Community College of Aurora	361	69	19.1%	472	125	26.5%	457	71	15.5%
Community College of Denver	411	41	10.0%	448	53	11.8%	789	71	9.0%
Front Range Community College	1136	198	17.4%	1398	309	22.1%	1628	275	16.9%
Lamar Community College	111	32	28.8%	246	106	43.1%	182	61	33.5%
Morgan Community College	35	4	11.4%	68	28	41.2%	58	18	31.0%
Northeastern Junior College	305	104	34.1%	343	125	36.4%	323	102	31.6%
Otero Junior College	242	85	35.1%	264	131	49.6%	262	116	44.3%
Pikes Peak Community College	1111	175	15.8%	1106	232	21.0%	1149	162	14.1%
Pueblo Community College	327	60	18.3%	323	70	21.7%	578	141	24.4%
Red Rocks Community College	470	106	22.6%	573	146	25.5%	781	204	26.1%
Trinidad State Junior College	281	131	46.6%	264	144	54.5%	337	184	54.6%
Four Year Institutions	**19030**	**10887**	**57.2%**	**18707**	**10754**	**57.5%**	**19338**	**11324**	**58.6%**
Adams State University	307	101	32.9%	371	117	31.5%	382	120	31.4%
Colorado Mesa University	782	256	32.7%	826	266	32.2%	719	252	35.0%
Colorado School of Mines	746	538	72.1%	824	630	76.5%	762	563	73.9%
Colorado State University	4047	2787	68.9%	3622	2544	70.2%	3825	2626	68.7%
Colorado State University - Pueblo	753	269	35.7%	665	263	39.5%	631	249	39.5%
Fort Lewis College	930	421	45.3%	842	373	44.3%	842	382	45.4%
Metropolitan State University of Denver	1815	452	24.9%	1840	483	26.3%	1711	506	29.6%
University of Colorado Boulder	5130	3669	71.5%	5015	3598	71.7%	5606	4006	71.5%
University of Colorado Colorado Springs	939	498	53.0%	1000	522	52.2%	974	536	55.0%
University of Colorado Denver	686	348	50.7%	744	372	50.0%	885	468	52.9%
University of Northern Colorado	2412	1347	55.8%	2483	1363	54.9%	2491	1385	55.6%
Western State Colorado University	483	201	41.6%	475	223	46.9%	510	231	45.3%
Private Institutions							**1249**	**945**	**75.7%**
Regis University							112	60	53.6%
University of Denver							1137	885	77.8%
Grand Total	**24875**	**12110**	**48.7%**	**26705**	**10853**	**40.6%**	**28315**	**13927**	**49.2%**

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One Year Fall-to-Fall Retention Rates	Fall 2009-to-Fall 2010			Fall 2010-to-Fall 2011			Fall 2011-to-Fall 2012		
	cohort	# retained next fall	% retained	cohort	# retained next fall	% retained	cohort	# retained next fall	% retained
Two Year Institutions	**7603**	**4181**	**55.0%**	**8451**	**4548**	**53.8%**	**7247**	**3906**	**53.9%**
Aims Community College	539	283	52.5%	399	236	59.1%	396	256	64.6%
Arapahoe Community College	399	220	55.1%	452	226	50.0%	466	235	50.4%
Colorado Mountain College	99	44	44.4%	366	183	50.0%	396	200	50.5%
Colorado Northwestern Community College	143	63	44.1%	158	81	51.3%	148	72	48.6%
Community College of Aurora	429	217	50.6%	494	278	56.3%	437	214	49.0%
Community College of Denver	759	419	55.2%	870	464	53.3%	625	329	52.6%
Front Range Community College	1650	942	57.1%	1544	897	58.1%	1362	801	58.8%
Lamar Community College	187	101	54.0%	134	72	53.7%	151	71	47.0%
Morgan Community College	61	35	57.4%	87	53	60.9%	63	29	46.0%
Northeastern Junior College	352	193	54.8%	411	240	58.4%	403	215	53.3%
Otero Junior College	262	149	56.9%	283	130	45.9%	228	123	53.9%
Pikes Peak Community College	1069	581	54.3%	1612	809	50.2%	1154	592	51.3%
Pueblo Community College	632	354	56.0%	522	262	50.2%	459	230	50.1%
Red Rocks Community College	709	385	54.3%	832	449	54.0%	665	376	56.5%
Trinidad State Junior College	313	195	62.3%	287	168	58.5%	294	163	55.4%
Four Year Institutions	**20704**	**15679**	**75.7%**	**20463**	**15513**	**75.8%**	**21029**	**15677**	**74.5%**
Adams State University	428	258	60.3%	477	255	53.5%	492	284	57.7%
Colorado Mesa University	963	631	65.5%	1108	713	64.4%	1287	819	63.6%
Colorado School of Mines	879	768	87.4%	874	783	89.6%	879	783	89.1%
Colorado State University	4274	3552	83.1%	4326	3609	83.4%	4357	3662	84.0%
Colorado State University - Pueblo	1016	646	63.6%	979	642	65.6%	1025	594	58.0%
Fort Lewis College	769	477	62.0%	829	541	65.3%	771	467	60.6%
Metropolitan State University of Denver	1960	1306	66.6%	1878	1231	65.5%	1725	1123	65.1%
University of Colorado Boulder	5530	4682	84.7%	5144	4308	83.7%	5653	4697	83.1%
University of Colorado Colorado Springs	1074	731	68.1%	1124	796	70.8%	1287	859	66.7%
University of Colorado Denver	1039	761	73.2%	1022	781	76.4%	854	609	71.3%
University of Northern Colorado	2273	1572	69.2%	2223	1554	69.9%	2267	1508	66.5%
Western State Colorado University	499	295	59.1%	479	300	62.6%	432	272	63.0%
Public Two & Four Year Institutions	**28307**	**19860**	**70.2%**	**28914**	**20061**	**69.4%**	**28276**	**19583**	**69.3%**
Private Institutions	**1521**	**1255**	**82.5%**	**1551**	**1289**	**83.1%**	**1625**	**1190**	**73.2%**
Colorado Christian University	248	160	64.5%	264	187	70.8%	273	184	67.4%
Regis University	113	102	90.3%	128	107	83.6%	166	0	0.0%
University of Denver	1160	993	85.6%	1159	995	85.8%	1186	1006	84.8%
Grand Total	**29828**	**21115**	**70.8%**	**30465**	**21350**	**70.1%**	**29901**	**20773**	**69.5%**

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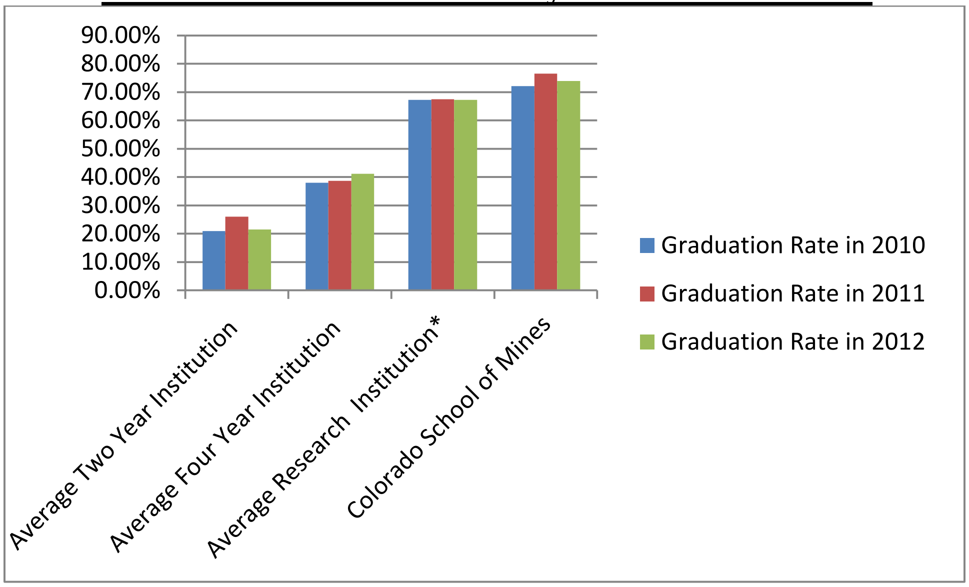
The retention and graduation rates at Colorado School of Mines are higher than the other institutions across the state. In 2012, Colorado School of Mines had a graduation rate of 73.9 percent within 6 years, well above the averages for two-year institutions, four-year institutions and other research institutions. The Colorado School of Mines has highly selective admission standards and generally serves a very high achieving and well prepared student population. Other institutions serve different student populations where preparation levels can make timely completion more challenging.

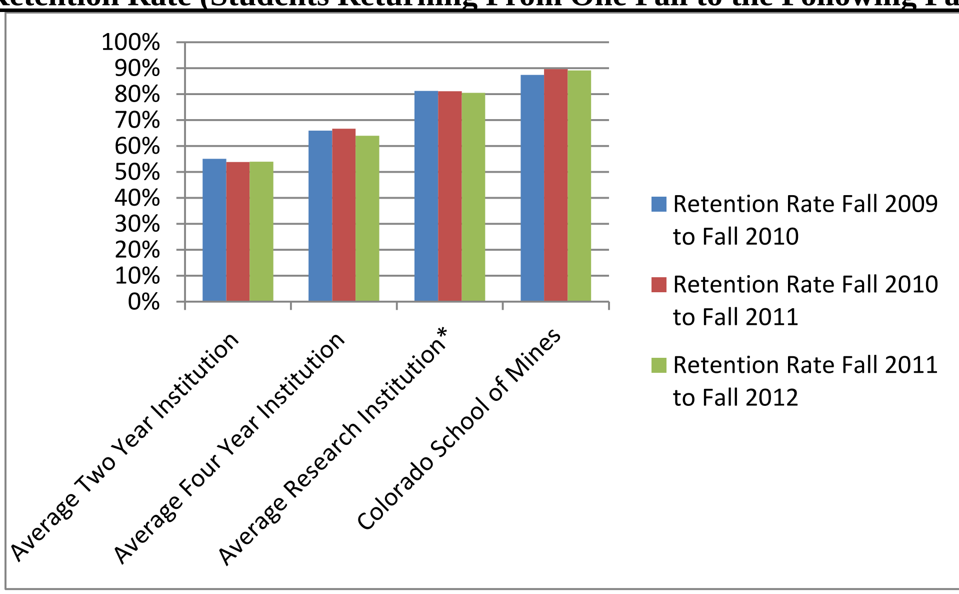
Graduation Rate within 150% By Year of Graduation**



***With the exception of Colorado School of Mines**
**A 150% Graduation Rate refers to a three year time to completion for two year institutions and a six year time to completion for four year institutions.

Source: http://highered.colorado.gov/i3/Reports.aspx?cat=11

Retention Rate (Students Returning From One Fall to the Following Fall)



*With the exception of Colorado School of Mines
Source: http://highered.colorado.gov/i3/Reports.aspx?cat=12

Institution	Graduation Rate in 2010	Graduation Rate in 2011	Graduation Rate in 2012	Retention Rate Fall 2009 to Fall 2010	Retention Rate Fall 2010 to Fall 2011	Retention Rate Fall 2011 to Fall 2012
Average Two Year Institution	20.90%	26%	21.50%	55%	53.80%	53.90%
Average Four Year Institution	38%	38.70%	41.20%	65.90%	66.60%	63.90%
Average Research Institution*	67.30%	67.50%	67.20%	81.20%	81%	80.40%
Colorado School of Mines	72.10%	76.50%	73.90%	87.40%	89.60%	89.10%

*with the exception of Colorado School of Mines

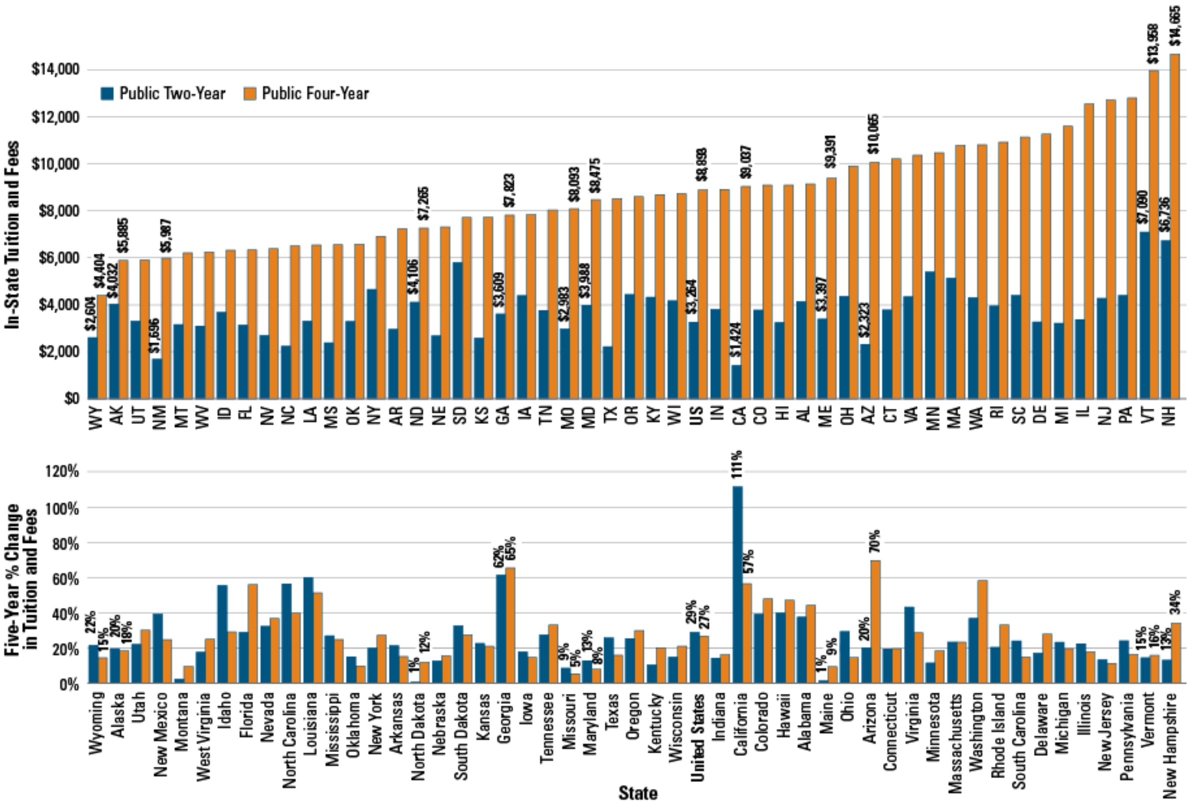
http://highered.colorado.gov/i3/Reports.aspx?cat=12

http://highered.colorado.gov/i3/Reports.aspx?cat=11

8. How does Colorado rank nationally and regionally on the cost of higher education?

Rankings for Colorado on the cost of higher education are derived from the College Board. Nationally, Colorado is ranked 27th on the cost of tuition and fees for public two-year institutions and 31st on the cost of tuition and fees for four-year institutions. The cost of higher education in Colorado is higher than the national average for both public two-year institutions and public four-year institutions. The following figure from the College Board demonstrates Colorado's position in comparison to other states in terms of tuition and fees as well as the five-year percent changes in inflation adjusted tuition and fees based on the 2008 academic year through the 2013 academic year. The average cost of public two-year institutions in Colorado increased by 39% between 2008 and 2013. Additionally, the average cost of public four-year institutions increased by 48% during the same time period.

Average 2013-14 In-State Tuition and Fees at Public Four-Year and Two-Year Institutions, by State, and Five-Year Percentage Changes in Inflation-Adjusted Tuition and Fees, 2008-09 to 2013-14



SOURCE: The College Board, Annual Survey of Colleges.

Comparisons of the cost of higher education in Colorado to the region are derived from the Western Interstate Commission for Higher Education (WICHE). Within WICHE, in the 2012 academic year, Colorado is 10th out of the 15 WICHE member states for the cost of tuition at four- year public universities. The average tuition at a public four-year institution in Colorado was $8,095 compared to the WICHE average of $7,237.

Resident and Nonresident Undergraduate Tuition and Fees at Public Four-Year Institutions in the WICHE Region, State Weighted Averages, 2012-13, 2011-12, 2007-08, and 2002-03

Resident Undergraduate Tuition and Fees at Public Four-Year Institutions

State	2012-13	2011-12	2007-08	2002-03	Percent Change 2011-12 to 2012-13	Percent Change 2007-08 to 2012-13	Percent Change 2002-03 to 2012-13
Alaska	$5,778	$5,544	$5,157	$4,160	4.2%	12.1%	38.9%
Arizona	$9,727	$9,816	$5,491	$3,371	-0.9%	77.2%	188.6%
California	$8,934	$9,019	$5,395	$3,469	-0.9%	65.6%	157.5%
Colorado	$8,095	$7,691	$5,834	$4,193	5.3%	38.8%	93.1%
Hawaii	$8,604	$8,453	$5,526	$4,094	1.8%	55.7%	110.2%
Idaho	$5,985	$5,779	$4,842	$3,958	3.6%	23.6%	51.2%
Montana	$6,112	$5,964	$5,862	$5,131	2.5%	4.3%	19.1%
Nevada	$6,474	$6,244	$4,434	$3,249	3.7%	46.0%	99.3%
New Mexico	$5,614	$5,476	$4,641	$3,847	2.5%	21.0%	45.9%
North Dakota	$6,955	$6,965	$6,381	$4,506	-0.1%	9.0%	54.4%
Oregon	$8,279	$8,161	$6,531	$5,821	1.5%	26.8%	42.2%
South Dakota	$7,565	$7,227	$6,040	$5,072	4.7%	25.3%	49.2%
Utah	$5,527	$5,332	$4,459	$3,477	3.7%	23.9%	58.9%
Washington	$10,624	$9,503	$6,615	$5,324	11.8%	60.6%	99.6%
Wyoming	$4,278	$4,199	$3,927	$3,911	1.9%	8.9%	9.4%
WICHE Average	$7,237	$7,025	$5,409	$4,239	3.0%	33.8%	70.7%
US	$8,655	$8,372	$6,809	$5,213	3.4%	27.1%	66.0%

Notes: All averages are enrollment weighted averages presented in constant 2012 dollars; unweighted averages are also available from the *Tuition & Fees in the West* report tables.

Source: Western Interstate Commission for Higher Education, *Tuition and Fees in Public Higher Education in the West: 2012-13, Detailed Tuition and Fees Tables*, Table 3a. College Board, *Trends in College Pricing 2012*, Table 2.

The cost of public two-year institutions in Colorado is higher than that of the regional and national average. Colorado is ranked 12th out of the 15 states in the WICHE region for the cost of tuition and fees at two-year institutions. In the 2012 academic year, the average tuition for a two-year public institution was $3,577 compared with the regional average of $3,223. Additionally, tuition and fees has increased by a higher percentage in Colorado than it has for the rest of the WICHE region.

Resident In-District/County Tuition and Fees at Public Two-Year Institutions in the WICHE Region, State Weighted Averages, 2012-13, 2011-12, 2007-08, and 2002-03

					Percent Change		
State Averages	2012-13	2011-12	2007-08	2002-03	2011-12 to 2012-13	2007-08 to 2012-13	2002-03 to 2012-13
Alaska	$4,570	$4,377	$3,922	$2,881	4.4%	16.5%	58.6%
Arizona	$2,211	$2,201	$1,839	$1,571	0.5%	20.2%	40.7%
California	$1,104	$1,099	$663	$431	0.4%	66.5%	156.4%
Colorado	$3,577	$3,444	$2,732	$2,061	3.9%	31.0%	73.6%
Hawaii	$3,101	$3,034	$2,146	$1,732	2.2%	44.5%	79.1%
Idaho	$2,740	$2,723	$2,305	$1,889	0.6%	18.9%	45.0%
Montana	$3,334	$3,361	$3,363	$2,950	-0.8%	-0.8%	13.0%
Nevada	$2,700	$2,558	$1,947	$1,938	5.6%	38.7%	39.3%
New Mexico	$1,392	$1,384	$1,202	$1,012	0.6%	15.8%	37.5%
North Dakota	$3,978	$4,016	$4,078	$2,881	-1.0%	-2.5%	38.1%
Oregon	$4,282	$4,085	$3,515	$2,864	4.8%	21.8%	49.5%
South Dakota	$5,568	$5,280	$4,165	---	5.5%	33.7%	---
Utah	$3,149	$3,074	$2,731	$2,245	2.4%	15.3%	40.3%
Washington	$4,236	$3,869	$3,169	$2,391	9.5%	33.7%	77.2%
Wyoming	$2,395	$2,330	$2,113	$2,013	2.8%	13.4%	19.0%
WICHE Average w/o CA	$3,374	$3,267	$2,802	$2,187	3.3%	20.4%	54.3%
WICHE Average w/ CA	$3,223	$3,122	$2,659	$2,061	3.2%	21.2%	56.3%
US	$3,131	$3,001	$2,523	$2,129	4.3%	24.1%	47.1%

Notes: All averages are enrollment weighted averages presented in constant 2012 dollars; unweighted averages are also available from the *Tuition & Fees in the West* report tables. South Dakota tuition and fees were not available for 2002-03. The WICHE average without California was calculated because the large number of two-year colleges and the historically low matriculation fee structure distort regional patterns. The national average includes California institutions.

Source: Western Interstate Commission for Higher Education, *Tuition and Fees in Public Higher Education in the West: 2012-13, Detailed Tuition and Fees Tables,* Table 7a. College Board, *Trends in College Pricing 2012*, Table 2.

Financial Health of Public Higher Education Institutions:

9. Discuss the variations in institutional financial performance.

    a) Is financial performance a problem for all small colleges?

    While Colorado public colleges and universities share the common purpose of providing quality higher education services to students they have unique role and missions as well as demographics, geography and history within the state. When institutions were founded financial performance was not a primary consideration while today it is increasingly important for public institutions as it has been for private and for-profit institutions.

Generally speaking, the larger research institutions both in Colorado and across the nation have greater economies of scale and therefore a greater ability to deal with challenges like state funding reductions and enrollment fluctuations. Smaller institutions, like small businesses have fewer near-term options available when facing funding reductions or flattened enrollment making optimal financial performance more challenging.

During the funding cuts of recent years institutions large and small take the same types of measures that the state makes when facing revenue reductions. Reserves are drawn down, budget cuts are enacted, hiring freezes are implemented and salary increases are suspended. Institutions financial health is a significant concern and the department agrees with Joint Budget Committee staff that the financial health of especially the smaller institutions needs to be carefully monitored. We would point out, however, that an assessment of the financial health of institutions is impacted by the decisions that were made in recent years to deal with budget reductions and may not reflect institutions multi-year strategies regarding institutional investments or enrollment planning.

b) How do the populations served by Adams and Western State differ from those served by other institutions?

Adams serves a 7,300 square mile rural region with a total population of 45,000 people with a median family income of $33,560. This translates to a rural, widely dispersed and economically challenged service region. ASU's service region includes the three poorest counties in the state and ASU has the highest percentage of Pell eligible students of all public higher education institutions in the state. Students of color represent 40% of its population, with 31% of those being Hispanic.

Western State Colorado University serves students from all 50 states and from all over Colorado. The University offers a liberal arts focused education with some specialized and professional programs. Western State Colorado University also serves as a regional education provided for the relatively remote and rural Gunnison region of the state.

Adams State University and Western State Colorado University share the characteristic of having smaller enrollments in a rural setting.
The following charts compare Adams State University and Western State Colorado University to other Colorado institutions on the basis of Pell grants, ethnicity,

enrollment, and gender.

PELL

INSTITUTION NAME	YEAR	TOTAL COUNT	PELL COUNT	% PELL
Adams State University	2008	2595	1326	51.1%
	2009	2654	1362	51.3%
	2010	3477	1689	48.6%
	2011	3425	1776	51.9%
	2012	3219	1603	49.8%
	2013	3127	1411	45.1%

INSTITUTION NAME	YEAR	TOTAL COUNT	PELL COUNT	% PELL
Western State Colorado University	2008	1633	483	29.6%
	2009	1582	430	27.2%
	2010	1597	526	32.9%
	2011	1770	638	36.0%
	2012	2001	657	32.8%
	2013	2077	691	33.3%

ALL OTHER INSTS	YEAR	COUNT	PELL COUNT	% PELL
	2008	156635	47053	30.0%
	2009	164872	50229	30.5%
	2010	193700	71245	36.8%
	2011	213867	90053	42.1%
	2012	222665	96005	43.1%
	2013	217926	92019	42.2%

Western State Colorado University and Adams State University differ both from one another and from the average of other four year institutions in regards to Pell grants. Adams State University consistently has a significantly higher percentage of students that receive Pell grants than that of the average other institution. Conversely, Western State Colorado University has a consistently lower percentage of Pell grant recipients than the state average.

ETHNICITY

INSTITUTION NAME	ETHNICITY	2012 COUNT	2012 %	2011 COUNT	2011 %
Adams State University	Asian	34	1.1%	32	1.1%
	Black or African American, non-Hispanic	188	6.2%	172	5.7%
	Hawaiian or Pacific Islander	11	0.4%	6	0.2%
	Hispanic	830	27.4%	875	29.0%
	More than one race/ethnicity (non-hispanic)	80	2.6%	55	1.8%
	Native American or Alaskan Native	34	1.1%	36	1.2%
	Unknown Ethnicity	151	5.0%	137	4.5%
	White, non-Hispanic	1705	56.2%	1706	56.5%
		3033		3019	
Western State Colorado University	Asian	14	0.7%	3	0.2%
	Black or African American, non-Hispanic	45	2.2%	36	1.8%
	Hawaiian or Pacific Islander	10	0.5%	16	0.8%
	Hispanic	149	7.3%	117	5.9%
	More than one race/ethnicity (non-hispanic)	50	2.5%	26	1.3%
	Native American or Alaskan Native	7	0.3%	9	0.5%
	Non-Resident Alien	14	0.7%	10	0.5%
	Unknown Ethnicity	318	15.7%	318	16.1%
	White, non-Hispanic	1422	70.1%	1446	73.0%
		2029		1981	
ALL OTHER INSTITUTIONS	Asian	8125	3.2%	8376	3.3%
	Black or African American, non-Hispanic	11402	4.5%	11801	4.7%
	Hawaiian or Pacific Islander	567	0.2%	571	0.2%
	Hispanic	36318	14.4%	33503	13.2%
	More than one race/ethnicity (non-hispanic)	7264	2.9%	5512	2.2%
	Native American or Alaskan Native	2672	1.1%	2852	1.1%
	Non-Resident Alien	6795	2.7%	6256	2.5%
	Unknown Ethnicity	17425	6.9%	20667	8.2%
	White, non-Hispanic	161410	64.1%	163476	64.6%
		251978		253014	

The ethnicities of the students at both Adams State University and Western State Colorado University differ highly from each other and from the state averages. For example, Adams State University has a student population that is 27.4 percent Hispanic while that average for other institutions in the state is 14.4 percent. Western State Colorado University has a much smaller minority population with white, non-Hispanic students making up 70.1 percent of the population.

ENROLLMENT

InstitutionName	2012 count	2011 count	2010 count	2009 count	2008 count
Aims Community College	4,950	5,290	5,340	5,510	4,840
Arapahoe Community College	11,806	11,097	9,961	9,969	7,204
Colorado Mountain College	5,847	5,823	6,088	5,741	5,092
Colorado Northwestern Community College	1,158	1,301	1,450	1,377	1,429
Community College of Aurora	7,908	7,824	7,644	6,293	5,384
Community College of Denver	11,901	13,053	12,901	10,918	8,250
Front Range Community College	20,527	20,568	20,092	18,713	15,695
Lamar Community College	916	935	1,051	1,080	1,138
Morgan Community College	1,839	1,885	1,965	1,918	1,759
Northeastern Junior College	1,971	2,154	2,214	2,497	2,698
Otero Junior College	1,456	1,546	1,823	1,660	1,551
Pikes Peak Community College	15,175	14,725	15,299	13,572	11,873
Pueblo Community College	7,432	8,055	7,943	6,592	5,437
Red Rocks Community College	9,031	9,544	9,826	9,143	7,667
Trinidad State Junior College	1,691	1,839	1,916	1,812	1,740
Colorado Mesa University	9,442	8,967	8,121	6,968	6,205
Colorado School of Mines	5,550	5,350	5,085	5,124	4,704
Colorado State University	27,168	27,055	26,598	25,893	25,496
Colorado State University - Pueblo	4,866	5,230	5,150	5,049	4,633
CSU-Global Campus	5,258	3,848	2,385	1,072	169
Fort Lewis College	3,828	3,841	3,853	3,770	3,740
Metropolitan State University of Denver	22,865	23,337	23,682	22,615	21,469
University of Colorado Boulder	30,139	30,788	30,877	31,143	30,623
University of Colorado Colorado Springs	9,798	9,339	8,900	8,493	8,010
University of Colorado Denver	18,206	18,288	18,275	17,511	16,283
University of Northern Colorado	11,250	11,332	11,286	11,244	11,130

Enrollment	2012	2011	2010	2009	2008
All Other Institutions	253,990	255,025	251,735	237,686	216,227
Adams State University	3,033	3,019	2,923	2,803	2,411
Western State Colorado University	2,029	1,981	2,083	2,064	2,110

Adams State University and Western State Colorado University have the two smallest student populations among four year institutions. These two institutions serve a very small percentage of the total student population in the state. Due to the small size, they serve much different populations than other institutions in the state.

GENDER

Institution Name	Gender	2012 Count	2011 Count	2010 Count	2009 Count	2008 Count
All Other Institutions	Female	135,736	131,999	135,831	129,364	119,213
	Male	117,646	99,542	115,080	106,414	96,802
	Unknown	608	25,462	824	3,529	212
Adams State University	Female	1,726	1,784	1,701	1,169	1,451
	Male	1,292	1,221	1,211	13	951
	Unknown	15	14	11	0	9
Western State Colorado University	Female	793	776	825	813	842
	Male	1,236	1202	1,258	1,229	1,265
	Unknown	0	3	0	22	3

On a basis of gender, these two institutions differ from the other institutions in the state. In 2012, in the other institutions with the exception of Adams State University and Western State Colorado University, 46.3 percent of the population was male and 53.4 percent was female. At Adams State University, 42.6 percent of the population was male and 56.9 percent was female. There was a much different dynamic at Western State Colorado University with 60.9 percent of the population was male and 39.1 percent female students.

c) How do you explain the differences in performance between Mesa State and Western State?

It is difficult to explain the difference in performance between institutions particularly because very few institutions share the identical circumstances and statutory charge.

The Colorado Mesa University and Western State Colorado University, per statute, have different roles and missions (see below):

<u>Colorado Mesa University</u>

There is hereby established a college at Grand Junction, to be known as Colorado Mesa university, which shall be a general baccalaureate and graduate institution with selective admission standards. Colorado Mesa university shall offer liberal arts and sciences, professional, and technical degree programs and a limited number of graduate programs. Colorado Mesa university shall also maintain a community college role and mission, including career and technical education programs. Colorado Mesa university shall receive resident credit for two-year *course offerings in its commission-approved service area. Colorado Mesa university shall also serve as a regional education provider.*

C.R.S. 23-53-101 (2013)

Western State Colorado University

There is hereby established a college at Gunnison, which shall be known as Western state Colorado university. Western state Colorado university shall be a general baccalaureate institution with moderately selective admission standards. Western state college of Colorado shall offer undergraduate liberal arts and sciences, teacher preparation, and business degree programs and a limited number of graduate programs. Western state college of Colorado shall also serve as a regional education provider.

C.R.S. 23-56-101 (2013)

The institutions have different admission standards as well as a different array or statutory charges related to the types of programs they can offer. While both serving as regional education providers, CMU also has the statutory authority to provide services of a community college including career and technical education programs.

Additionally, the institutions are located in different geographic settings, have different student demographics and serve different numbers of students as their respective total student populations. There is no doubt that leadership at institutions of higher education also plays an important role in its performance as well as the financial circumstances which leaders inherit from their predecessors.

As such there is not one clear issue which can be identified which explains the difference between these institutions. Importantly the performance contract signed between all of the governing boards and commission within the last year will be able to clearly measure how each institution is doing in measuring improvement against itself, in helping the state achieve its master plan goals.

d) Why do you believe the community colleges are doing so well? Does the level of funding provided by the state to community colleges help them to stay financially strong?

The primary reason that the CCCS KPMG CFI index is higher for CCCS than other Colorado public institutions is the relatively low level of CCCS debt. In the year that JBC staff examined, the total debt for CCCS's thirteen colleges serving over 62,000 student FTE was less than the total debt of Western, which serves *approximately 1,800 student FTE. With a governing board's debt ratio weighted at 35% of the total CFI index calculation, debt levels play a large role in the final index score of a governing board.*

That being said, maintaining fiscal health and financial flexibility via relatively low debt levels has been a deliberate management strategy over the last decade of both the CCCS Board and executive management of the System. Also, the favorable interest rate environment and the strong credit rating of CCCS have allowed the System to refinance much of its prior, callable debt under very favorable terms over the last several years. The debt that the CCCS Board does choose to take on is done deliberately and is focused on explicitly supporting the CCCS core missions and strategic plan goals.

10. Who is responsible if an institution defaults on its bonds? How can the State be financially responsible if an institution is classified as an enterprise under TABOR?

Bond Default:
Institutions can issue bonds in one of two ways. An institution can issue a bond using its own credit rating or they can issue bonds through the Higher Education Revenue Bond Intercept Program (C.R.S. 23-5-139), which allows them to use the State of Colorado's credit rating and in turn, a more favorable interest rate:

> *"If an institution indicates that it will not make a payment by the date on which it is due… the state treasurer shall forward the amount in immediately available funds necessary to make the payment of the principal of or interest on the bonds or other obligations of the institution to the paying agent. The state treasurer shall recover the amount forwarded by withholding amounts from the institution's payment of the state's fee-for-service contract with the institution, from any other state support for the institution, and from any unpledged tuition moneys collected by the institution" Colorado Revised Statutes 23-5-139 (3).*

In other words, if an institution is borrowing under the Intercept Program and does not make a payment on a project funded through the intercept bond program, the State Treasurer will make the payment for the institution and recover the amount forwarded from the institution. In the instances when the institution is not borrowing under the intercept bond program and is using their own credit rating the state is not directly responsible in the event of a default.

Enterprise Status:
To retain enterprise status under Article X Section 20 of the Colorado Constitution (TABOR), a governing board must: (1) have the authority to issue revenue bonds on behalf the of the institution; (2) receive less than ten percent of its total annual revenues in grants from all Colorado state and local governments combined; and (3) enterprise status is statutorily

granted (C.R.S. 23-5-101.7(2013)). A public higher education institution being recognized as an enterprise under TABOR is possible through the College Opportunity Fund (COF) system which provides stipends for undergraduate resident students in place of state operating support funding to the institutions. In addition Fee-For-Service contracts are established under the COF program to pay for educational services not funded through COF stipends. Neither the stipends provided for undergraduate resident students nor Fee-For-Service contracts are considered state grants for the purposes of TABOR. In other words, by retaining enterprise status, the funding provided to public higher education institutions through COF as well as cash funds in the form of tuition and fee funding to the institutions do not count against the State's annual TABOR revenue cap. The Legislative Audit Committee in conjunction with the department and the State Controller's Office conduct an annual evaluation of which higher education institutions qualify for TABOR enterprise status. With respect to debt, TABOR enterprise status is a necessary factor allowing public higher education institutions to issue debt but such status does not impact debt limit and is not related to responsibility for payment in case of default.

Intercept Debt Limits:
In prior years, the borrowing limit for institutions utilizing the intercept program could not exceed 100% of the institution's prior year COF Fee-For-Service contract amount. Last year with the passage of Senate Bill 13-199 the law was changed such that each governing board had to meet a "credit and coverage test" in order to issue additional debt. The "credit and coverage test" is comprised of the governing board retaining a credit rating of "A" or better from at least two of the three major credit rating agencies (Moody's, Standard and Poors, Fitch); and a governing board's debt service coverage ratio that meets or exceeds 100 to 150% of the governing board's net revenues. In other words, a governing board has to show it has at least one and a half the amount of revenue available and unobligated for current and future debt payments in order to issue additional debt. Finally, revenue bonds must be accounted for separately in institutional financial records by the institution. Under the new borrowing limits established by S.B 13-199, the remaining intercept bond program capacity at each governing board is based upon the financial health of the governing board and credit ratings determined externally. Currently, all institutions, except for Western State Colorado University, are eligible to continue to issue debt under the intercept program. Western has been restricted from the program based upon its credit rating, which is not currently in one of the three highest categories.

11. Discuss CCHE's role in reviewing requests for cash-funded capital projects, including revenue-bond intercept projects. Does CCHE examine institutional debt load as part of its review process for cash funded projects? If not, should it?

The public higher education governing boards have broad authority with respect to academic policy and budget and finance areas. Currently the Colorado Commission on Higher Education's role in reviewing cash-funded capital projects is limited and is outlined in C.R.S.

23-1-106: "The commission shall request annually from the governing board of each state institution of higher education a two-year projection of capital construction or acquisition projects to be undertaken [using cash funds] and estimated to require total project expenditures exceeding two million dollars. The projection shall include the estimated cost, the method of funding, and a schedule for project completion for each project" (C.R.S. 23-1-106(6)(b)). These two-year projections must be approved by an institution's governing board before they are submitted to CCHE and institutions can amend this list at any time during the year.

The role of the Commission and department staff as it relates to cash funded projects is primarily to ensure the projects make programmatic sense and comport with institutional capital planning. DHE staff reviews all two-year projections for alignment with the institutional facilities master plan, considers the source of cash funds (student fees, donations, etc.), and the size and scope of the projects. The Commission reviews these lists and sends them to the Capital Development Committee (CDC) for a hearing to either approve the projections or return them to the institution for modification. The Commission "shall provide the capital development committee with comments concerning each projection" (C.R.S. 23-1-106 (7)(c)(II)(A)). Cash projects that are on a CDC approved two-year projection list and that will not use the revenue bond intercept program, "shall not be subject to additional review or approval by the commission, the office of state planning and budgeting, the capital development committee or the joint budget committee" (C.R.S. 23-1-106(9)(a) and (b)). With regard to non-intercept cash projects, CCHE is tasked with coordinating the submission of two-year cash projection lists and providing comments on the lists to the Capital Development Committee.

Pursuant to C.R.S. 23-1-106(10), projects that utilize the revenue-bond intercept program, the Colorado Commission on Higher Education is also required to review and approve any plan for a capital construction or acquisition project. Colorado Commission on Higher Education Policy III-E (1.03)(B) further defines this role and sets forth the evaluation criteria for facility program plans including:

- *"Consistency with role and mission; academic, facility, and technology planning goals; state higher education policy;*
- *Consistency with campus facilities master plan and academic master planning;*
- *Consistency of space utilization with CCHE guidelines and campus physical master plan space allocations;*
- *Alternative facilities solutions and life-cycle costs as required by CCHE; and*

- *Appropriateness of source of funds, cost estimate methods, financing implications for life-cycle of construction as required, operations, and maintenance at projected enrollment increments."*

As related to institutional debt issuance and the revenue-bond intercept program, the Commission conforms to the restrictions placed on the program by statute as they relate to institutional debt load, recognizing that the governing boards have broad authority in this area. C.R.S. 23-5-139 restricts an institution's use of the revenue bond intercept program based upon specific criteria. Prior to the passage of Senate Bill 13-199, the amount an institution could bond as part of the intercept program was restricted by the total annual debt service payments being no more than the institution's prior year fee-for-service contract amount (see question #10). Senate Bill 13-199 changed statute so that the intercept program is restricted for use by institutions based upon a credit rating that is in the three highest categories and a debt service coverage ratio of at least 1.5 to 1.0 (net revenue available for annual debt service over the total amount of annual debt service). Currently, all institutions, except for Western State Colorado University, are eligible to use the intercept program. Western has been restricted from the program based upon its credit rating, which is not currently in one of the three highest categories.

12. Are the financial problems facing higher education institutions an opportunity for paradigm shift on how we do higher education in Colorado? How should the General Assembly participate in planning for such changes?

    The financial problems facing higher education institutions both in Colorado and throughout the nation are not new, although they have accelerated over the last decade. Those financial challenges are a result of many factors, including declining state support, certainly, but also wide fluctuations in demand and enrollment from year to year, significant new competition from for-profit institutions, policy shifts to encourage enrollment of more academically unprepared and financially needy students, and a greater reliance on, and costs associated with, technology.

    In recent years we have seen a great deal of innovation in our state supported colleges and universities as the direct result of all of those factors, as well as the anticipation that decreases in state funding will continue. Governor Hickenlooper and the General Assembly have shown a strong commitment to increasing support for Higher Education as we work our way out of the recession. However, these innovations are generally <u>in addition</u> to the traditional course delivery methods that students have always demanded and continue to demand even in the face of increasing tuition. That is, while there are ways to stem the increase in tuition, students and families tend to demand the very things that lead to increasing costs, such as highly qualified instructors, up-to-date technology and classrooms, *and on-campus amenities that institutions feel compelled to offer in order to compete for "full pay" students. Typically, most institutions offer significant "institutional scholarships" or "tuition discounting" that drives the actual cost of attendance considerably lower that the "advertised price".*

Where the General Assembly and the institutions should be focused is on what really drives increased costs for students and families, and that can be seen by looking at the <u>increase in the number of semesters it takes for most students to earn either a two year or a 4 year degree</u>. Those increased costs are borne not just by the student but by the state. The paradigm shift that we need to see is towards a greater emphasis on timely completion of degree programs. This shift will only occur with an actively engaged and vigilant legislature and department of higher education, as well as a funding system that rewards efficiency and timely completion.

To accomplish that end, Colorado put into place Performance Contracts and a Performance Funding Plan that when funded, will incent institutions to assist students toward timely completion. Additionally, the Colorado Commission on Higher Education has recently re-designed its Financial Aid allocation methodology to incent institutions to assist students so they retain and persist toward a certificate or degree. As a state, Colorado needs effective, system wide coordination with the ability to gather consistent data and use it to inform secondary education systems, higher education systems, the public, and policy makers. That data can be used to increase retention, success, and effectiveness while preserving academic quality and ensuring greater transparency and accountability. Institutions' primary responsibility is to serve the state and their students not merely by <u>enrolling</u> students, but by <u>graduating</u> them, and by ensuring that the credentials they earn are indicative of an ability to function responsibly as an employee and as an engaged citizen.

<u>Requested Increase for the Department of Higher Education - Tuition Restrictions</u>

13. Given the Governor's proposal, why not change statute to take the 9 percent tuition cap out and put 6 percent in for FY 2014-15?

The Governor's November 1, 2013 FY 2014-15 budget request in part, seeks an 11 percent increase in operating funding to the public institutions of higher education. One of the desired policy outcomes from an increase of state funding of this magnitude is keeping resident undergraduate tuition lower than it has been over the recent past. To achieve this outcome, the Governor's Office and department considered multiple options including setting tuition caps at various levels while taking into account variables such as the amount of general fund revenue potentially available for operational support at public higher education institutions and funding restoration/allocation alternatives. These variables were considered alongside the planning needs of the diverse institutions and timing of tuition setting later this spring for the various governing boards. One reason the department supports an across-the-board General Fund operating increase of 11% for the public institutions is that it allows *governing boards to know in advance the minimum amount of operating support available for the upcoming year. This gives the governing boards a far better sense of need and allows the development of strategies to set resident tuition as low as possible this spring. Currently the Governor and department have agreement from the leadership of all of the public institutions of higher education to keep resident undergraduate resident tuition as low as possible and in no case exceed 6 percent going into FY 2014-15.*

The department did not specifically include a request for a legislative change associated with the 6 percent undergraduate resident tuition cap because it had agreement with the institutions around the limit. The General Assembly has the ability to consider changes in statute that would impact tuition setting by the governing boards.

14. Please clarify what the institutions have agreed to with respect to capping tuition in FY 2014-15. Does this include fees?

The department and the Governor's Office have agreement and have directed the governing boards of the public institutions of higher education to utilize the requested 11 percent increase in state funding to keep tuition as low as possible and cap undergraduate resident tuition increases for FY 2014-15 to 6 percent.

This agreement and direction did not specifically address fee increases; however, the department's expectation is that the requested increase in state funding should provide an opportunity to limit increases in those costs borne by resident undergraduate students and their families.

15. Will institutions raise student fees because they are not increasing tuition as much?

The Governor's FY 2014-15 budget request contained specific direction regarding undergraduate resident tuition but did not specifically address student fee increases. However, the department's expectation is that the requested increase in state funding should provide an opportunity to limit increases in any costs borne by resident undergraduate students and their families. As with tuition setting, the governing boards take seriously the responsibility of setting student fees and are required to follow the procedure for student input and approval within approved fee plans.

Following a 2010 student fee audit, Section 23-1-105.5 C.R.S. requires publically funded institutions of higher education to have an institution fee plan on file with the department of Higher Education that describes its policies and procedures regarding student fees, including increases in mandatory fees and the addition of new fees. Below is a chart that describes some of the constraints placed on governing boards though institutional fee policies. The complete fee policies can be found at: http://highered.colorado.gov/Finance/Fees/default.html.

Institutional Fee Policies

Institution	Fee Policy
Adams State University	Student government serves to recommend or comment on any new mandatory fees or increases in mandatory fees. Certain types of new mandatory fees or increases in mandatory fees (in excess of inflation) must be approved by student election.
Colorado Community College System	New mandatory fees or fee increases (in excess of inflation) must be approved by student election.
Colorado Mesa University	The student senate holds hearings, makes recommendations and presents to the governing board on student activity fees. All capital fees must be approved by student referendum or the student government. There is an appeals process in place for a student or student group to oppose a proposed new fee or fee increase.
Colorado School of Mines	New mandatory fees or fee increases (in excess of inflation) must be approved by student election.
Colorado State University	The student Senate must approval all new fees and any increases in fees before they can be adopted by the governing board.
Colorado State University – Pueblo	Increases to existing or new mandatory student fees must be recommended by both the Student Fee Governing Board and the Associated Student Government in order to be considered by the Board of Governors.
Fort Lewis College	The student Senate has can recommend, not recommend or recommend with modifications most new mandatory fees or fee increases (in excess of inflation) before the fee is reviewed by the governing board.
Metropolitan State University of Denver	Fees can be increased by a mandatory cost percent without a student vote. An increase in program fees and administrative fees does not require a referendum. Other fee increases require a referendum from the Student Government Assembly.
University of Colorado – Boulder	Fee proposals and recommendations will be reviewed by a Boulder Campus Fee Advisory Board. Most new student fees must be approved by a simple majority of voting students at a regularly scheduled election.
University of Colorado – Colorado Springs	Mandatory campus-wide student fee proposals must be approved by a majority vote of the student body and must contain an expiration date, if applicable.
University of Colorado – Denver	Existing fees may be increased at the rate of inflation from the Denver-Boulder CPI. New, increased, eliminated, and modified student fees must be approved by the Management Fee Review Team (MFRT), the CU Denver Chancellor, and the CU Board of Regents. Student activity fees will be subject to a referendum.
University of Northern Colorado	Members of the student body may propose new fees. Student Senate may recommend an increase per student fees by the official CPI rate of inflation for Denver-Boulder-Greeley.
Western State Colorado University	Newly proposed campus wide fees are subject to a vote by the student body. The Student Senate will review all new fees and fee increases and forward any recommendations or comments to the President's cabinet.

The recent changes in law and policy surrounding student fees make it difficult to use the *historical data on mandatory student fees as a benchmark for long-term trends. In light of the 2010 student fee audit and to comply with the changes in the law, the CCHE policy updated definitions for student fees. At the same time a number of governing boards have taken active measures in recent years to realign mandatory general purpose fees that impact all students into tuition. For example, in 2010 as part of financial accountability plan process, Metropolitan State University of Denver converted $5.3 million in mandatory general-purpose technology and registration fees into tuition. In the past, technology improvements and charges related to accessing the Internet were typically funded through student fees. Today the need for technology improvements is universal and ongoing on college campuses so funding technology through student fees doesn't make sense anymore. The funding that once was derived from fees at Metro is still used for technological infrastructure and upgrades but as it is a common cost of doing business and benefits all students across the institution it made more sense to acknowledge the cost as part of a tuition increase.*

Given that context, the table in Question 16 refers to the percent change in the ten year history of undergraduate mandatory fees. Generally, as the rate of tuition increases have flattened, fee increases have flattened and as the rate of tuition growth increased, fee increases grew. However, given the changes described above, there does not appear to be a clear and direct connection between historical undergraduate tuition increases or caps and fees.

16. Provide a ten-year history of fees by institution.

The table below includes a ten-year history of mandatory fees by institution. The department and institutions define a mandatory fee as the minimum student fees for the academic year that are charged to all students regardless of class standing, courses selected, and/or program of study and does not include fees which are optional or frequently waived. Examples of mandatory fees include those for: student activity, technology, capital construction, and registration. It is important to note that due to statutory changes included in House Bill 11-1301 Fees collected by the institutions are not subject to annual appropriation by the General Assembly (under current practice, fee revenue is included in the Long Bill appropriation as a footnote, for informational purposes).

10 Year History of Undergraduate Mandatory Fees (30 Credit Hours Per Academic Year)

* Includes mandatory fees paid by all enrolled students. Institutions may utilize course or program specific fees or charges-for-service which are not listed.

Institution	FY 2004-05 Student Fees	FY 2005-06 Student Fees	FY 2006-07 Student Fees	FY 2007-08 Student Fees	FY 2008-09 Student Fees	FY 2009-10 Student Fees	FY 2010-11 Student Fees	FY 2011-12 Student Fees	FY 2012-13 Student Fees	FY 2013-14 Student Fees
University of Colorado - Boulder										
Mandatory Fees	$ 861	$ 926	$ 1,089	$ 1,217	$ 1,356	$ 1,486	$ 1,493	$ 1,480	$ 1,426	$ 1,587
University of Colorado - Colorado Springs										
Mandatory Fees	$ 853	$ 923	$ 968	$ 1,081	$ 1,096	$ 1,147	$ 1,147	$ 1,174	$ 1,189	$ 1,189
University of Colorado - Denver										
Mandatory Fees	$ 678	$ 682	$ 731	$ 765	$ 795	$ 830	$ 883	$ 926	$ 960	$ 1,016
Colorado State University										
Mandatory Fees	$ 850	$ 1,182	$ 1,251	$ 1,379	$ 1,450	$ 1,496	$ 1,729	$ 1,735	$ 1,774	$ 1,819
Colorado State University - Pueblo										
Mandatory Fees	$ 696	$ 1,215	$ 1,215	$ 1,215	$ 1,245	$ 1,478	$ 1,547	$ 1,677	$ 1,833	$ 1,833
Fort Lewis College										
Mandatory Fees	$ 790	$ 830	$ 871	$ 1,146	$ 1,350	$ 1,544	$ 1,544	$ 1,544	$ 1,662	$ 1,691
University of Northern Colorado										
Mandatory Fees	$ 520	$ 645	$ 674	$ 713	$ 738	$ 1,155	$ 1,317	$ 1,324	$ 1,373	$ 1,420
Adams State University										
Mandatory Fees [1]	$ 785	$ 873	$ 895	$ 1,138	$ 1,294	$ 1,742	$ 2,019	$ 2,315	$ 2,632	$ 2,577
Colorado Mesa University										
Mandatory Fees	$ 661	$ 721	$ 108	$ 262	$ 414	$ 704	$ 768	$ 768	$ 768	$ 768
Metropolitan State University of Denver										
Mandatory Fees	$ 554	$ 554	$ 590	$ 603	$ 627	$ 790	$ 986	$ 1,025	$ 1,037	$ 1,053
Western State Colorado University										
Mandatory Fees	$ 781	$ 786	$ 797	$ 886	$ 898	$ 924	$ 1,354	$ 1,582	$ 1,822	$ 2,068
Colorado School of Mines										
Mandatory Fees	$ 746	$ 896	$ 983	$ 1,286	$ 1,429	$ 1,654	$ 1,854	$ 1,869	$ 2,064	$ 2,085
Colorado Community College System										
Arapahoe Community College	$ 161	$ 170	$ 170	$ 171	$ 175	$ 182	$ 182	$ 185	$ 192	$ 174
Colorado Northwestern Community College	$ 180	$ 232	$ 232	$ 232	$ 240	$ 249	$ 249	$ 249	$ 280	$ 280
Community College of Aurora	$ 114	$ 126	$ 126	$ 126	$ 146	$ 150	$ 178	$ 179	$ 185	$ 189
Community College of Denver	$ 444	$ 322	$ 365	$ 429	$ 512	$ 547	$ 637	$ 652	$ 729	$ 800
Front Range Community College	$ 246	$ 274	$ 277	$ 284	$ 289	$ 296	$ 296	$ 227	$ 230	$ 282
Lamar Community College	$ 316	$ 373	$ 373	$ 374	$ 382	$ 394	$ 394	$ 397	$ 402	$ 405
Morgan Community College	$ 158	$ 161	$ 161	$ 164	$ 167	$ 171	$ 171	$ 172	$ 175	$ 177
Northeastern Junior College	$ 570	$ 593	$ 593	$ 594	$ 612	$ 595	$ 595	$ 595	$ 596	$ 599
Otero Junior College	$ 172	$ 172	$ 172	$ 194	$ 199	$ 206	$ 206	$ 206	$ 287	$ 292
Pikes Peak Community College	$ 152	$ 156	$ 156	$ 244	$ 250	$ 260	$ 269	$ 274	$ 283	$ 288
Pueblo Community College	$ 223	$ 243	$ 223	$ 263	$ 271	$ 343	$ 511	$ 511	$ 529	$ 537
Red Rocks Community College	$ 218	$ 276	$ 225	$ 230	$ 236	$ 243	$ 243	$ 243	$ 285	$ 286
Trinidad State Junior College	$ 348	$ 379	$ 379	$ 379	$ 390	$ 405	$ 405	$ 406	$ 435	$ 434

NOTE:
For FY09-10 the official CCHE policy on mandatory fees was amended with new definitions for mandatory fees. This may impact the historical trend analysis.
[1] In 2013-14, Adams State University converted a portion of their fees to tuition.

17. Should tuition flexibility be extended or allowed to sunset?

In considering this question it is important to review the background and context of the existing tuition flexibility framework for Colorado public higher education. Public higher education in Colorado experienced historic reductions in state funding between FY 2008-09 and FY 2012-13. Through the American Recovery and Reinvestment Act of 2009, Colorado was able to backfill most of the state funding reductions in FY 2008-09, FY 2009-10, and FY 2010-11. Through Senate Bill 10-003, tuition flexibility was granted to the governing boards for five years commencing in FY 2011-12. The section of statute related to tuition flexibility is currently scheduled to be repealed on July 1, 2016. A primary purpose behind the five-year window of tuition flexibility was to acknowledge continued economic uncertainty given the severity of the recession and provide institutions the ability to increase tuition revenue in light of the reductions taken in state operational funding.

Tuition flexibility under Senate Bill 10-003 is qualified. Safeguards were put in place through the requirement of financial accountability plans to be approved by the Colorado Commission on Higher Education (CCHE) for governing boards seeking to increase tuition beyond nine percent over the prior year for resident undergraduate students. Generally speaking, financial accountability plans required governing boards to ensure that access and affordability for the enrollment of low and middle income students would be preserved and levels of service and quality would be maintained. As a practical matter this required department staff and CCHE to review plans submitted by the governing boards when they sought tuition setting authority beyond the 9 percent cap along with a presentation of the plan by institution leadership to the Commission.

In recent years, as the Colorado economy has recovered, reductions in operating support funding are gradually being restored, and the need for higher tuition increase levels anticipated by Senate Bill 10-003 have not materialized. Of the ten public governing boards, only two are operating in the current year with tuition increases that exceeded nine percent over FY 2012-13 for resident, undergraduate students. For FY 2014-15, all of the governing boards have agreed to keep tuition levels for resident undergraduate students at no more than a six percent rate increase over the past year.

In determining whether tuition flexibility should be extended beyond FY 2015-16, factors such as statewide economic conditions, operating support levels, the diversity of the institutions and especially the needs of Colorado students and families should be taken into consideration and we would encourage working closely with the legislature, representatives of the institutions and governing boards as well as the department going forward.

18. Would institutions' agreements to guarantee a cap on tuition put a four-year guaranteed tuition level in jeopardy in any way?

The department does not believe that the 6 percent cap on tuition puts a four-year guaranteed *tuition level in jeopardy.*

No Colorado public institution of higher education offers a guaranteed tuition rate for resident, undergraduate students although the statutory ability to offer such guarantees exists (see Section 23-5-131, C.R.S. (2013)).

However, CSU-Global does offer a Tuition Guarantee for enrolling students in a BS or MS degree program. Upon enrolling the students online tuition rate is locked in throughout the program, as long as the student remains in classes and in good academic standing but the agreement is not anticipated to have an impact on these online tuition rates.

Therefore, any agreement to cap resident, undergraduate tuition would not impact these students. It is also worth noting that the University of Colorado currently offers a tuition guarantee approach to its non-resident students. However, since non-resident tuition is not implicated in any "cap" discussions or agreement, the guaranteed tuition is not at issue.

Requested Increases - Financial Aid

19. Discuss the balance between merit-based and need-based aid. Is there a need for more merit-based aid?

The majority of the request is to support the state need-based aid program. Need-based aid is intended to provide access for students with the least ability to pay. The new need-based aid allocation method approved by CCHE last year is specifically designed to target aid to students and institutions based on the progress of Pell eligible students towards degree and certificate completion. The increase to need based aid will allow institutions to award larger amounts to more students.

With rising college costs students from middle income families have fewer options for grant aid programs and merit is one of the few options available for students without regard to need. A state funded merit aid program helps to retain Colorado's high achieving students. As the prior state merit program was reduced and eventually eliminated, many of the institutions were able to back fill the cuts with institutional aid. Not all institutions had the same ability to backfill the cuts, so a state merit based program helps institutions with fewer resources to attract meritorious students.

20. What factors will CCHE consider in deciding how to allocate work-study grants? If we already have programs in place, why reinvent the wheel? Should we have less of the merit based grants and more of the work study grants?

The Commission has asked for recommendations based upon feedback from the institutions. The state work-study allocations have not been reviewed in more than a decade and the requested funding provides an opportunity to evaluate the existing work-study allocation and make improvements if possible. Increases to work-study include an administrative component *in the hiring and oversight of student workers. Not all institutions have the ability to absorb new student positions, while others may be able to add multiple positions with ease. In addition, as the economy recovers, work-study positions are not as attractive to students because there are often more lucrative off-campus job opportunities. It is the intent of CDHE to work with the campuses to find the right balance to determine the work study allocation.*

Merit based grants serve a different purpose than work-study grants. Diversifying aid options provides more opportunities to different types of students. Since merit aid has not been offered for several years, the new infusion of funding would present an opportunity to assess how best to allocate the new funds. Similar to work-study funding, the department intends to work closely with the institutions on implementing a merit based grant program and allocation model.

21. Discuss the statutory authorization for financial aid transfers and provide a history of transfers between different types of financial aid over the last five years.

C.R.S. 23-3.3-102 (7) provides the Commission transfer authority between financial aid appropriations up to ten percent of the lesser appropriation. The state controller's office must approve transfers greater than ten percent.

The way that the Commission has used the transfer authority has varied based upon the financial circumstances in the state. For the past few years, the transfer authority has been used as a financial management tool to use roll forward financial aid funds for increases in the Dependents Tuition Assistance Program appropriation.

Prior to the economic downturn, the Commission used the transfer authority to transfer funds between appropriation lines to ensure maximum expenditure of all financial aid appropriations. For example, there was an appropriation for Pre Collegiate Scholarships from FY 2006-07 to FY 2008-09. The guidelines for the program were narrow and in FY 2008-09, the program funding doubled. Institutions had problems identifying eligible students so the unspent funds were transferred to need based grants. Transfer from FY 2006-07 through FY 2012-13 are detailed in the table below.

Fiscal Year	Amount	Appropriation Transfer was Made From	Appropriation Transfer was Made To
2006-07	$50,000	National Guard Tuition Assistnace Fund	Need Based Grants
	$60,000	DTAP	Need Based Grants
	$64,384	Need Based Grants	Work Study
	$12,060	Scholarship for Precollegiate Programs	Work Study
	$336	DTAP	Work Study
	$291,392	Required Federal Match	Work Study
2007-08	$13,500	Required Federal Match	DTAP
	$681	National Guard Tuition Assistance Fund	Need Based Grants
	$12,048	Need Based grants	DTAP
	$4,952	Need Based grants	ip for Precollegiate Programs
	$30,754	Need Based grants	Work Study
	$187,952	Required Federal Match	Work Study
2008-09	$62,409	Work Study	DTAP
	$186,962	Required Federal Match	Need Based Grants
	$58,279	Scholarships for Precollegiat Programs	Need Based Grants
	$17,005	TCG	Need Based Grants
	$362,433	Need Based Grants	Work Study
2009-10	$14,703	Work Study	DTAP
	$158,008	Need Based Grants	Work Study
	$19,866	Required Federal Match	Work Study
	$9,134	Teach Colorado Initiative	Work Study
2010-11	$23,014	Required Federal Match	DTAP
	$5,500	Need Based Grants	Work Study
	$29,374	Required Federal Match	Work Study
2011-12	$81,807	Need Based Grants	DTAP
	$3,765	Need Based Grants	Work Study
	$3,319	DTAP	Work Study
2012-13	$124,778	Need Based Grants	DTAP
	$62,263	Need Based Grants	Work Study

To cover the costs of private stipends that exceed the Long Bill appropriation, a different authority has been employed. In years when the Department has required additional *funding to fully cover all authorized private stipends that must be paid, it has submitted a transfer request to the State Controller and the Governor's Office per the Governors' transfer authority as found in section 24-75-108 (1) C.R.S. These transfer requests are submitted under the criteria of "like purpose" of programs. Private stipends are considered financial aid because, according to an Attorney General's opinion, they represent the States payment or "waiver" on behalf of the student and are paid directly to the student, not the institution.*

Transfers to Private Stipend Line Item

Fiscal Year	Amount Transferred to Private Stipends	Originating Appropriation
2006-07	$0	N/A
2007-08	$0	N/A
2008-09	$16,401	Work Study
2009-10	$156,954	Required Federal Match
2010-11	$157,867	Need Based Grants
2011-12	$170,425	Need Based Grants
	$31,681	Work Study
Total 11-12	$202,106	
2012-13	$76,906	Need Based Grants
	$107,853	Work Study
Total 12-13	$184,759	

22. Do you have a position on the staff recommendations to change financial aid statutes? Is there a problem with how institutions are operating under the current statute? Do you believe this could be done quickly or should it be delayed for more study?

The JBC staff recommendations related to changes in the financial aid statute were broken into two separate issue numbers (found on page 53 thru 56 of the JBC Staff Budget Briefing: FY 2014-15 document).

As with any legislative proposal the department would need to review the exact wording of the proposed legislative change to determine its position on the subject, but has attempted to provide its general response to the proposed staff recommended changes by issue.

Generally speaking, the department would not oppose efforts to clarify and modernize statute to bring the law into alignment with current practice. However changes that would materially interfere with governing board's existing flexibility to leverage and optimize aid for based on student needs at individual institutions would need to be considered carefully in conjunction with the governing boards as not to result in any unintended impacts.

Currently, state funded financial aid programs are audited to ensure that institutions are audited against allocation notices issued by the Colorado Department of Higher Education. If audits result in aid being awarded outside of the allocation notice, funds are returned to the state and reverted to the General Fund. The instances of aid being awarded outside of the allocation notice are limited and the amounts tend to be less than $5,000. Typically, the errors are a result to a student's change in enrollment or change on their Free Application for Federal Student Aid (FAFSA). The department believes the current audit practices provide an appropriate level of program oversight.

The JBC staff recommendation for Issue #1 included three options (noted below):

Issue #1 – Who defines what constitutes "Need Based Grants" or "Merit Based Grants"?

- Option 1: Add statutory language requiring that funds be spent by the institutions consistent with the purposes specified by Long Bill line item titles, footnotes and the definitions in the article. Then, add definitions to the statute for "Need-based Grants", "Work Study" and "Merit Based Grants". Such definitions could be extremely broad, leaving institutions with substantial flexibility.
- Option 2: Add language to clarify the Commission's authority to establish broad parameters for institutions' use of appropriated financial aid. This might include, for example clarifying Section 23-3.3-102 (1), C.R.S., to specify that the Commission may establish, in consultation with the institutions, general guidelines within which institutionally-administered programs must operate.
- Option 3: [Could be combined with Options 1 or 2] Provide the Commission authority to review/approve financial assistance program policies and procedures established by the governing boards. Staff recognizes that this might be controversial, but it would restore a mechanism by which CCHE could "smell test" institutional policies to ensure they are consistent with legislative intent as expressed in Long Bill line item titles and footnotes.

On issue #1, the department views Option 1 as clarifying and modernizing statute to bring the law into alignment with current practice. Option 2 would clarify and add to Commission authority to establish broad parameters for institutions' use of appropriated financial aid. If a legislative change is desired to define need based and merit based grants, options one and two from the staff recommendations would be preferred by the department. Option three is more difficult to implement due to the timing of legislative session and financial aid packaging timelines. As such it could create an additional administrative burden for the institutions and could potentially require additional staff resources at the department for implementation. Again, specific language would need to be reviewed under each option to have a formal opinion on the legislative change.

The JBC staff recommendation for Issue #2 (noted below):

> Issue #2 Archaic language/authority of CCHE to transfer funds:
> Staff recommends that the Committee sponsor legislation to update this statute to more clearly conform to current practice. To do this, statute would need to specify that:
> • The General Assembly may appropriate funds for the purposes specified in the article;
> • The Department has authority to transfer some portion of the total funds appropriated for financial aid among line items (10 percent or some smaller amount); and
> • Transfer authority extends to College Opportunity Fund stipends to private institutions

Any effort to clarify archaic language is welcome by the department. With regard to the transfer issue, if the transfer authority is too limited and the definitions are too narrow, it could result in increased involvement with the state controller's office to approve any transfer between lines that falls outside of the definitions. Additionally, the inability to transfer funds between lines could potentially result in reversions of financial aid to the General Fund rather than monies being transferred for use for a like purpose of financial aid. Maintaining the department's transfer authority at ten percent seems reasonable to the department.

Lastly, after further investigation into what authority was used for purposes of transfer, the department's transfer authority has not been used for the College Opportunity Fund, but rather through the Governor's transfer authority was used in this instance.

Performance/Outcomes-based Funding

23. Review your proposal for tying performance to funding (due December 1, 2013, pursuant to S.B. 11-052).

The Performance Funding Plan was approved by the Colorado Commission on Higher Education on December 5, 2013 and sent to the House and Senate Education Committees and the Joint Budget Committee on December 6, 2013. The centerpiece of the plan is a description of the quantitative process used to allocate performance funds and it details the steps for collecting data, awarding and weighting points, and finally scaling and totaling points. Ultimately these points are then applied against available performance funding to be *allocated by governing board. Each state with a performance funding mechanism for higher education uses a unique allocation methodology and Colorado's was developed with the input of the institutions, evaluation of other state systems and the assistance of the department and the National Center for Higher Education Management Systems (NCHEMS).*

Over the summer and autumn department staff met with governing board CFOs and institution data experts (Data Advisory Committee) to establish common principles and develop a Technical Guidebook to ensure that data are collected consistently and applied accurately. Principles included concepts such as measuring progress toward a goal alongside goal achievement. For example, if an institution gains ground toward a metric goal and gets 80% of the way to meeting that goal, that institution would still "get credit" for that progress.

The actual performance assignment process breaks down into the following steps:

1. *Data are collected and points are assigned for each metric associated with one of the four goals,*
2. *The points are weighted in accordance with the weights assigned by governing boards in the performance contracts,*
3. *The weighted points are scaled to account for the relative size of the institution or system,*
4. *The relative share of "total" performance across all the institutions is measured against total performance funds available and shares of funding are awarded to governing boards.*

The plan walks through a hypothetical allocation scenario based on credential completion to illustrate the process. Continued data collection and the collective work of the department and institutions will be needed to build performance funding "baseline" data and complete a fully functioning performance funding model.

Another part of the plan required by statute is related to how performance funding will impact Colorado's unique funding allocation system, the College Opportunity Fund (known as COF). The COF system of funding student stipends and fee-for-service contracts was implemented in 2005 long before a performance funding mechanism was anticipated. The primary concern with the potential overlay of performance funding as it relates to COF is the ability to retain TABOR enterprise status for the publically funded institutions and governing boards. To this end, the plan recommends that a third category of COF be created in anticipation of performance funding becoming available that would allow Colorado to "purchase" performance (such as additional degree completion) through COF in the same way that the state purchases unique services through COF fee-for-service contracts. While this will likely require slight statutory changes, initial department discussions with legislative legal services staff indicate that this approach would meet the needs of COF and adequately segregate performance funding from the other COF funding categories.

The plan closes by highlighting next steps as well as some of the challenges and opportunities in successfully implementing performance funding over the next few years. The plan anticipates the ability to further evaluate and adjust Colorado's approach to performance funding in anticipation of funding levels that will trigger performance implementation.

The full plan can be found at:

http://highered.colorado.gov/CCHE/Meetings/2013/dec/dec5_perffundingA.pdf

24. Do we really have to wait until all funds have been restored (to $706 million) to go to performance-based funding?

By statute, the actual allocation of performance funding will occur beginning as soon as FY 2016-17 when state funding for higher education is at or above $706 million with 25 percent of the amount over $650 million being made available for performance funding. The amount of funding currently authorized in statute for performance funding would be approximately $14 million at the $706 million trigger. In order for performance funding to begin sooner, at a different trigger point, or for a different amount current statute would need to be modified.

The Department is supportive of the performance funding process to date and has worked closely with governing board representatives to develop a comprehensive tool to allocate any available performance funding based on performance metrics. The benefit of the performance funding approach currently in statute is that it allows the metrics selected by governing boards as the basis of the performance funding plan to be in place and have data collected prior to performance funding actually flowing through the model. This allows the department to collect "baseline" data to test and where necessary, work with the governing boards to make modifications to the funding model or the metrics before performance funding is at stake.

Performance funding could begin sooner than currently anticipated with a statutory change but we do not believe an acceleration of the performance plan in place is beneficial or realistic given anticipated funding levels and the need to collect baseline performance data. Even at the level of the Governor's FY2014-15 funding request, public funding per student for Colorado public higher education would still be well below almost every other state. In addition, the process is already underway for collecting commonly measurable baseline data to support the recently executed performance contracts. Changes to the contracts and metrics could reset the timeline for collecting this data and push outcome-based measurement to an even later date.

For these reasons, the Department recommends the current approach which allows for continued financial recovery for the system concurrent with the collection and evaluation of output-driven data. This will allow institutions to evaluate performance results while planning for operations with available resources and provide a transparent public comparison of *output-driven data under the new performance contracts.*

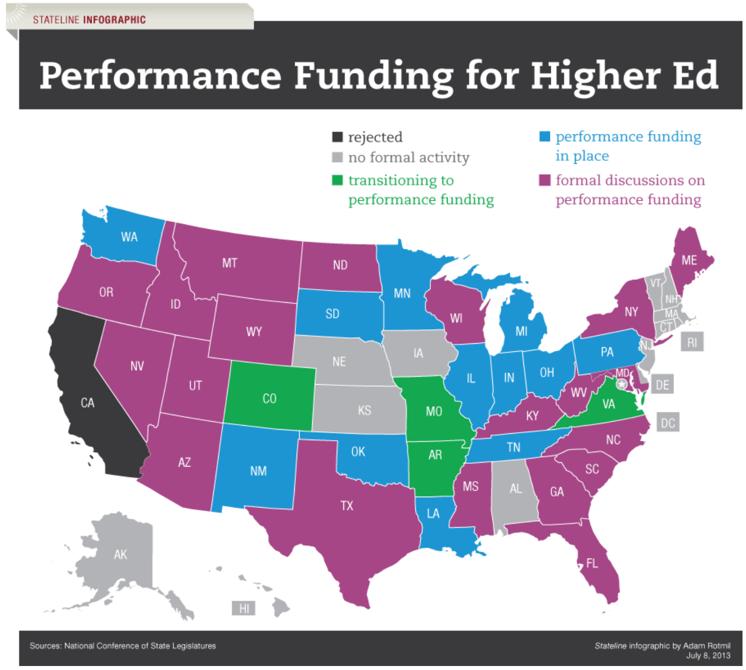
25. Provide additional information on other states' performance funding efforts. How do these address the differences between different kinds of institutions?

    Many states have embarked on efforts to provide a portion of higher education funding based on performance indicators. Performance-based funding is based on a formula that utilizes performance indicators such as course completion, time to degree, transfer rates, degrees awarded, and low income and minority graduates in order to allocate a portion of its higher education funding.

    Successful performance-based funding programs allow for postsecondary institutions with different missions to use different metrics to accommodate institutional differences. Generally speaking, there are three models utilized by states in implementing performance-based funding models: output-based funding formulas, performance set-asides, and performance contracts.

    Variations of these three models are applied by different states, but all address the differences between different kinds of institutions. Output-based funding formulas utilize a portion of the annual base appropriations as a financial incentive for institutions meeting certain metrics. Output-based funding formulas acknowledge the differences between different types of institutions by applying different weights based on institutional missions. Performance set-asides allocate a specific percentage of state funding to be "set aside" for the highest performing institutions and again have allowances to account for institutional differences. In the third model, performance contracts, individual institutions have established numerical goals identified in contract that need to be met in order to be awarded funding.

    In recent years, more states are utilizing performance funding to incentivize progress towards institutional missions as well as alignment with a state's priorities. There are currently twenty-two states with performance-based funding in place, seven states that are in the process of transitioning to performance-based funding (including Colorado), ten states where performance funding is being considered and only twelve states with no indication of moving towards performance based funding.



Tennessee, Pennsylvania, and Nevada all provide good examples of different approaches to performance-based funding and are described in greater detail below:

Tennessee

Tennessee provides a unique example in its approach to performance-funding. In 2010, the Tennessee state legislature drastically redesigned their higher education funding formula with the passage of the Complete College Tennessee Act. While Tennessee had been the first state to introduce performance-based funding in 1978, prior to 2010 it had only made up a small proportion of state appropriations. The 2010 program changes the focus from an enrollment based funding formula to persistence and graduation. Tennessee will soon be the first state to base 100 percent of higher education funding on performance-based indicators. Tennessee separates metrics designed to measure university performance from community college performance. In their formula, degree completion for non-traditional (adults over 25) and for low income students are weighted more heavily (receiving a 40 percent bonus per credit hour earned). Individual institutional mission and priorities are recognized through additional weighting and scaling.

Tennessee Performance Based Funding Metrics	
University Metrics	Community College Metrics
Students accumulating: 24, 48, and 72 credit hours	Student accumulating: 12, 24, and 36 hours
Bachelor's, Master's, Doctoral, and law degrees	Dual enrolled students
Research/grant funding	Associated degrees
Transfers out with 12 hours	Graduates placed in jobs
Degrees per 100 full-time equivalent (FTE)	Remedial and development success
Six-year graduation rate	Transfers out with 12 credit hours
	Workforce training (contact hours)
	Award per 100 FTEs

Source: National Conference of State Legislatures

Pennsylvania

Pennsylvania provides an example where performance funding has been in place long enough to begin to show measurable results. Pennsylvania incorporated performance-based funding into its higher education system in 2000. Since implementing this approach, the public colleges in Pennsylvania have experienced a 10 percent increase in overall graduation rates and a 15 percent increase in retention rates for Hispanic students. In 2011, the Pennsylvania State System of Higher Education changed its performance-based funding model in order to integrate specific institutional goals into the model. The performance-based funding was changed from 8 percent of its state appropriation to 2.4 percent of the total education and general budget. This change in allocation did not change the overall funding amount, which remains at approximately $36 million annually.

Pennsylvania's new performance funding model recognizes the differences between different kinds of institutions by allowing institutions to play a role in the creation of the indicators of success. Colleges are measured against 10 separate performance indicators: five are mandatory state wide indicators that are applied to all institutions while five are designed by the institutions themselves as illustrated in the table below:

Pennsylvania Performance Based Funding Metrics	
State Metrics	Institutional Metrics
1. Student Success: Number of Degrees Awarded	1. Student Success: deep learning scale results; senior survey; student persistence; value added; and STEM degrees
2. Student Success: Improvement of Graduation Rates	2. Access: faculty career advancement; employment diversity; student experience with diversity; and student diversity
3. Access: Reduction in Achievement Gaps	3. Stewardship: facilities investment; admin. expenditures as a percent of educational costs; faculty productivity; and employee productivity
4. Access: Faculty Diversity	4. University-specific: may create no more than 2 indicators
5. Stewardship: Private Support Dollars Raised	5. University-specific: may create no more than 2 indicators
Source: National Conference of State Legislators	

Nevada

The Nevada State Legislature adopted a performance funding pool for the seven teaching institutions and the Desert Research Institute which together comprise the Nevada System of Higher Education (NSHE). Funding is allocated to NSHE institutions through a base formula and a performance pool. The performance pool will be a carve-out from total state funding for higher education. Nevada will begin implementing funding through the performance pool in FY 2014. In Nevada performance funding will ramp up over time. In the first years five percent of available funds will be allocated based upon performance, 10 percent in the second year, 15 percent in the third year, with a maximum of 20 percent set aside after the fourth year. Like many states Nevada has experienced significant funding cuts in recent years and through performance-funding institutions will have the opportunity to "earn back" funding based upon performance.

Performance measures will be based on seven metrics. These include graduation rates (completion) with extra credit granted for completing students in defined populations (such as minority and Pell eligible). Each metric is weighted, with the highest weighting applied towards graduation.

Institutional differences are recognized in that institutions will compete against themselves in individual pools of peer institutions with consistent set of measures within tiers as illustrated in the tables below:

`		2011-12 Baseline (Actual)		2012-13 Target
UNLV (2% Target)	Weights	Points	Weighted Pts.	Weighted Pts.
Bachelor's Degrees	30%	3,670	1,101.0	
At-Risk Bachelor's Graduates (Minority + Pell-Eligible x .4)	"	912	273.7	
Master's and Doctoral Degrees	10%	1,370	137.0	
At-Risk Master's and Doctoral Graduates (Minority + Pell-Eligible x .4)	"	185	18.5	
Sponsored/External Research Expenditures in $100,000's	15%	426.4	64.0	
Transfer Students w/a transferable associate's degree	5%	1,628	81.4	
Efficiency - Awards per 100 FTE	20%	27.2	5.4	
Economic Development (STEM and Allied Health) Graduates	20%	879	175.8	
Economic Development (business and management) Graduates	"	1,504	300.8	
TOTAL WEIGHTED POINTS	100%	--	2,157.6	2,200.8

`		2011-12 Baseline (Actual)		2012-13 Target
WNC (2% Target)	Weights	Points	Weighted Pts.	Weighted Pts.
1 to 2 Year Certificate	10%	30	3.0	
At-Risk Certificate Recipients (Minority + Pell-Eligible x .4)	"	8	0.8	
Associate's and Bachelor's Degrees	30%	465	139.5	
At-Risk Associate's and Bachelor's Graduates (Minority + Pell-Eligible x	"	114	34.1	
Transfer Students w/24 credits or associate's degree	10%	213	21.3	
Efficiency - Awards per 100 FTE	20%	21.0	4.2	
Gateway Course Completers	10%	1,549	154.9	
Economic Development (STEM and Allied Health) Graduates	20%	122	24.4	
Economic Development (construction trades) Graduates	"	9	1.8	
TOTAL WEIGHTED POINTS	100%	--	383.9	391.6

<u>Other Questions</u>

26. What is driving the requested increase for the DTAP program? Is it the number eligible for the program or are costs actually increasing?

There are multiple factors driving the requested increase for the DTAP program including the number of eligible participants and increasing costs. Costs related to the DTAP benefit are increasing as are the number of eligible students applying for the program. In 2008 DTAP funded 52 eligible students and today there are 64 eligible DTAP students in the program.

The Dependent Tuition Assistance Program (DTAP) pays costs related to tuition and on-campus room and board for dependents of Colorado law enforcement officers, fire or national guard personnel killed or disabled in the line of duty, and for dependents of prisoners of war or service personnel listed as missing in action. The program is overseen by the Colorado Commission on Higher Education through the day-to-day management of department staff.

The majority of DTAP students are dependents of police, sheriff, law enforcement officers and *firefighters. The DTAP caseload and cost can be difficult to predict as the primary driver is determined by the number of eligible dependents of Colorado law enforcement officers, fire or National Guard personnel killed or disabled in the line of duty. DTAP cost increases are also a factor of tuition and room/board costs increases each year. Often costs related to room and board increase more rapidly than tuition and currently represent the greater share of cost for DTAP students. For the fall 2013 semester, the total cost of tuition was $144,015 and the room and board costs were $149,504.*

Other factors also contribute to the difficulty in predicting annual DTAP costs. Under the law, DTAP recipients can opt to go to school out-of-state and in this case the benefit is adjusted to a level comparable to an in state rate for a Colorado institution. Students that opt to attend out-of-state are not eligible for the room and board benefit thus reducing the total cost to the DTAP program. This occurrence is offset when an eligible DTAP applicant is living out-of-state and then returns to attend a Colorado institution. In this case, such a student does not qualify for Colorado in-state tuition rates and the program has to cover the cost of non-resident tuition plus room and board.

The definition of "dependent" in statute also creates some inconsistency and unpredictability in the operation of the DTAP program. Colorado Revised Statutes (23-3.3-201) define "Dependent" as: "Any natural child born or conceived before the period of time either of said child's parents served as a prisoner of war, was declared a person missing in action, served on state active duty or authorized training duty as a Colorado national guardsman, or was permanently disabled or killed while acting to preserve the public peace, health, and safety in the capacity of police officer, sheriff, or other law enforcement officer or firefighter." In this case, the statute specifically states that the eligible parent must be a Colorado national guardsman but does not specify that the police officer, sheriff, or other law enforcement officer or firefighter had to have been employed in Colorado, thus expanding the class of eligible participants and increasing total DTAP program costs.

27. Why hasn't the Department attempted to implement the COF as was originally intended?

The June 2012 Legislative Audit Committee Performance Audit of the Implementation of the College Opportunity Fund Program report specifically stated that:

> ***"A primary factor that has affected total COF Program funding has been outside the Department's control. The economic recession and State resource limitations have reduced the State's ability to fund and implement the COF Program as intended in statute."***

The economic conditions Colorado faced between Fiscal Years 2008 and 2011 created significant barriers to implementing the COF Program as intended. In particular, the sharp decline in State revenues to support higher education limited the State's ability to fund the COF Program at the level originally anticipated when Senate Bill 04-189 passed and to *increase stipend funding at a pace equivalent to enrollment growth and inflation.*

As noted in the 2008 evaluation of the COF program conducted by the Western Interstate Commission for Higher Education (WICHE), the stipend amount that was originally considered was "much richer than the amount that eventually was included in the policy. By the time the legislature enacted the policy, the state economic recession had led to a reduction in the stipend amount from the originally proposed $4,000 annually for a full-time student to $2,400. Several of the proponents argued that the reduction largely gutted the capacity of the stipend to influence the enrollment decisions of prospective students" [CITE: An Evaluation of Colorado's College Opportunity Fund and Related Policies, p. 24, WICHE, 2008]. During the Great Recession, college enrollment nationwide expanded dramatically which contributed to difficulties among states nationwide to fund higher education in line with enrollment growth. Based on the most recent national data available, enrollment in Colorado's public higher education institutions was similar to the national trend; it significantly increased in Fiscal Years 2009 and 2010 while State funds available for higher education declined.

While Colorado is making significant progress towards restoration of higher education funding as the economy improves, the total amount required to fully fund COF stipend enrollment is substantial. To fully address the 2012 College Opportunity Fund audit recommendations, the Colorado Commission on Higher Education (CCHE) prepared and submitted to the JBC estimates of funding needed to fully fund the COF program as statutorily required (enrollment plus inflation) on November 1, 2013. Specifically, for the COF Stipend to keep pace with inflation as well as the growing enrollment of the eligible population since the implementation of COF in FY 2005-06, it would cost the state approximately $141.6 million additional General Fund in FY 2014-15 as compared to its current funding level (in FY 2013-14). This does not address any inflationary increases related to COF fee-for-service (FFS) contract funding from its inception in FY 2005-06 to FY 2014-15, since it is not required by statute.

28. What entity is responsible for building maintenance management for institutional properties? Clarify the roles of the institutions, CCHE, and the State Architect.

Both the institutions and State are responsible for building maintenance on institutional properties. There are three methods by which an institution can fund building maintenance.

1. *If the cost of the maintenance is estimated to be under two million dollars or the project can be broken down into a few phases costing less than two million dollars each, the institution can submit a controlled maintenance request for state funds to the Office of the State Architect. The State Architect reviews*

these requests, ranks them according to severity and submits a recommended controlled maintenance list to the Capital Development Committee (CDC).

2. *If the cost of the maintenance is estimated to be over two million dollars, the institution can submit a capital renewal request to both the State Architect and CCHE. These projects are reviewed and treated as other capital construction requests by CCHE.*
3. *Due to the number of building on institution's campuses, there are greater maintenance needs than there are state funds for controlled maintenance. Additionally, the State Architect's controlled maintenance list generally includes the most severe projects and is broken up into three levels. In recent years, the list has been funded through level one (most severe) and occasionally, through level two (moderately severe). Generally, controlled maintenance is less costly when it is addressed immediately. As a result of the factors listed above, institutions have taken it upon themselves to fund a majority of their controlled maintenance projects through cash funds. Most of the cash-funded controlled maintenance projects are under two million dollars and therefore, not required to be approved by CCHE or CDC. The institutions report their cash spending on capital projects every year and DHE staff uses this data to compile an annual cash-funded capital projects report.*

In order to attract, retain and properly educate students, institution's need safe and well maintained facilities. As a result, institutions have assumed responsibility for the majority of building maintenance on their campuses. Of the total funds spent on higher education specific controlled maintenance in FY 2012-13, 15% were state funds and 85% were institutional cash funds In FY 2011-12, the breakdown of total maintenance funding was 3% state funds and 97% institutional cash funds.

29. What are institutional policies related to national merit scholars? Do they typically receive merit-based aid or admissions preferences?

There is no state-wide policy for National Merit Scholars either for admissions or merit based aid at institutions. It is fair to say that National Merit Scholars are likely to meet the criteria to receive institutional merit based scholarships at some institutions, but not all merit scholars will receive merit aid.

The National Merit Scholarship is a competitive scholarship and only 8,000 students nationwide qualify for a scholarship. Two institutions in Colorado participate as Merit Scholarship Sponsors (Colorado State University and Colorado College). More information can be found here: http://www.nationalmerit.org/student_guide.pdf

9:40-10:10 WESTERN STATE COLORADO UNIVERSITY

Note: The JBC requests that trustees be present for the hearing

<u>Financial Health of Institution</u>

1. What is your plan to ensure there is long term financial health of your institution?

   The University has identified and implemented strategies to achieve financial health through growing enrollment and by adjusting its financial model and.

   <u>Growing Enrollment</u>

   Critical to the success of the University and the achievement of financial health is stabilizing and growing the institution's enrollment. The University's 2009-2014 Strategic Plan identifies enrollment growth as a central goal. To this end, the University has undertaken numerous initiatives to implement the Strategic Plan and provides the Board of Trustees regular updates on its progress. These initiatives focus on both recruitment of new students and the retention of existing students.

   While many initiatives have been implemented since the inception of the 2009-2014 Strategic Plan, it is important to highlight several that have been instrumental in the recent increases in enrollment at the University:

- *The University developed a comprehensive First-Year Experience (FYE) program that was implemented in fall 2012. This program restructured the University's orientation program and initiated a First-Year Seminar which all incoming students must take. The primary focus of the FYE is to engage students with their academic majors (or to encourage exploration of majors if undecided), in living-learning communities, in the Gunnison Valley, and with each other. Based on preliminary fall enrollment data, the University's freshman to sophomore retention rate is up approximately 5 percentage points from 63 percent to 68 percent.*
- *The University developed a comprehensive SophoMore Experience program that was implemented in fall 2013. Following the FYE theme of engagement, this program focuses on providing leadership opportunities and skills-development for the University's second year students. As part of the SophoMore Experience, the University instituted a second-year live-on requirement that was effective this fall. Not only has this helped ensure student engagement on campus and further community development, it has provided additional revenue to the auxiliary programs.*
- *The University has successfully re-launched graduate programs. In 2007, legislation was passed that allowed the University to offer graduate programs, an authority stripped away*

in the late 1980s. Starting in fiscal year 2011, the University began offering a Masters of Arts in Teacher Education and a Master of Fine Arts in Creative Writing. These programs are managed through the institution's Extended Studies program and are entirely cash-funded. These programs help the University fulfill its role as a regional education provider and, through the overhead allocation, provide a source of income to support undergraduate programs at the institution

- *In fiscal year 2013, the University added two women sports programs, soccer and swimming, to attract female students. As an institution that has a higher proportion of males than females, striking a more balanced gender mix within the student body will help improve the University's retention rates.*
- *The University changed its name in fiscal year 2013 from Western State College of Colorado to Western State Colorado University. The change from college to university better reflects to prospective students and the general public the institution's program offerings and aspirations.*

The implementation of these recent initiatives, along with others, has contributed to enrollment growth as illustrated in Table 1. Specifically, headcount enrollment has grown over 150 the past two fiscal years.

Table 1

Year	Resident FTE-S	Non-Resident FTE-S	Cash Funded FTE-S	Total FTE-S	Total Fall Unduplicated Headcount
2011-12	1,343	455	199	1,997	2,242
2012-13	1,336	456	199	1,991	2,301
2013-14 Est.[1]	1,354	475	205	2,034	2,397

[1]Based on fall 2013 census information.

In addition to the completed initiatives mentioned above, the following are some key tasks currently underway that will support continued progress towards enrollment growth:

- *The University recently reorganized the enrollment management function to streamline processes and ensure better productivity and success, particularly in areas of student recruitment.*
- *The University is in the process of developing a comprehensive enrollment management plan that will utilize data in decision making and identify mechanisms to measure success*

in areas of both student recruitment and retention. This plan should be completed by the end of the calendar year.

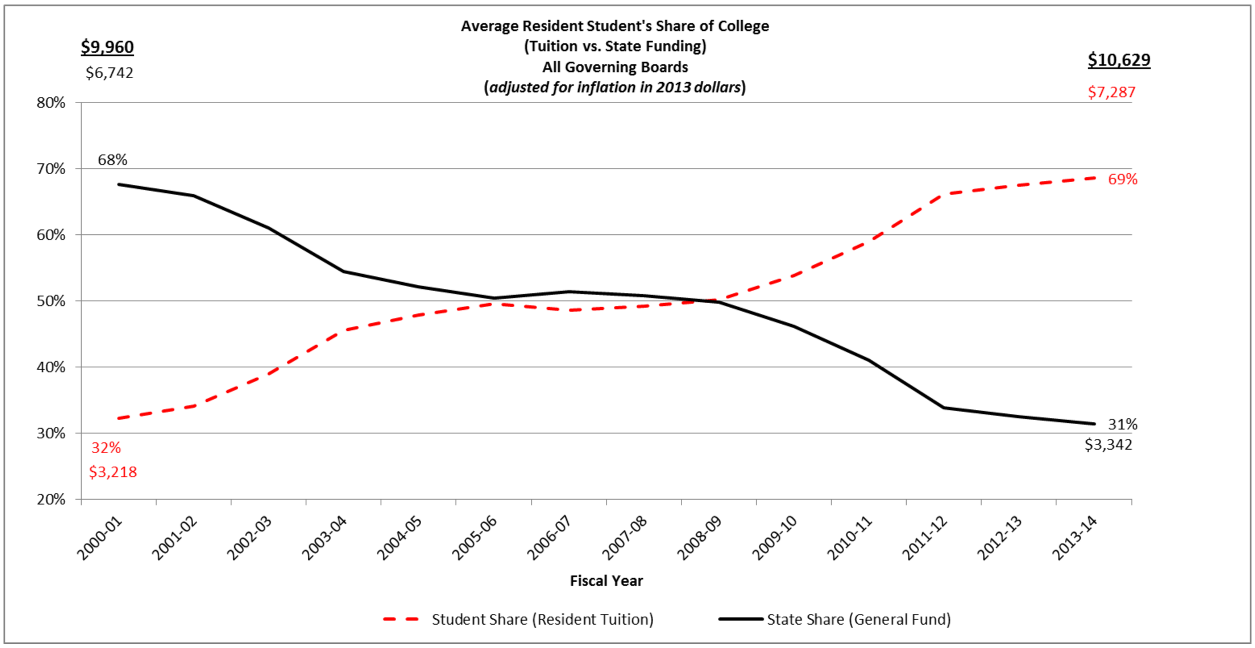
- *The University is in the process of developing a comprehensive marketing plan, as a component of the enrollment management plan. This plan will focus on ways to help grow the University's pool of prospective students by raising institutional visibility and awareness. This plan should be completed by the end of the calendar year.*
- *The University is continuing to develop graduate and undergraduate programs that are consistent with the institution's role and mission. In fall 2014, a third graduate program, a Masters in Environmental Management, will enroll its first class. The University has also initiated undergraduate program development that will result in the increased offerings by fall 2015.*
- *Western has piloted a concurrent enrollment program over the past two years that has included regional and state-wide course offerings on-line, at Western's campus, and for qualified K-12 teachers on their campuses under Western professors' guidance. Over the past year the University's concurrent high school enrollment has grown considerably, reaching 128 students enrolled in Fall 2013. Based on the experiences with the pilots, Western has refined the model to focus on on-campus and K-12 teacher-led face-to-face courses overseen by Western faculty. School districts are most interested in the second model, and the University is in negotiations with several school districts to collaborate with them. Western is also working on a rural funding model with the CDE which may be more advantageous for the school districts. Not only does this meet a need of Colorado's high school students, but it serves as a great opportunity for Western to build awareness and recruit students.*
- *The University has been recently named a military-friendly institution and will continue to develop and maintain strong working relationships with regional military bases to improve the services provided to the veteran population and to enhance opportunities for their enrollment at the University.*

An undergraduate marginal cost model was completed in fall 2012. This was in response to a specific request by the Board of Trustees to gain a better understanding of the optimal enrollment for the University. The model accounted for factors such as type of student (e.g., resident or nonresident), method of educational delivery, ratios of students to faculty/staff and revenue generated per additional student. The model is a tool that allows the Board to identify practical enrollment targets while setting specific revenue and expenditure assumptions and taking into account the University's history and unique geographic location. A copy of the model can be made available to the Committee if desired.

Changing the Financial Model

The University recognizes that state funding is not likely to recover to previous levels due to Colorado's budget dynamics that simultaneously mandate funding for areas like K-12 education and federal program matches (e.g., Medicaid) while limiting tax revenue. As such, funding for higher education continues to be considered a discretionary piece of the state budget and will likely remain as one of the first areas cut in an economic downturn. Over the past ten years, these funding dynamics have resulted in a significant shift in the economic model for public higher education in Colorado as demonstrated in Figure 1.

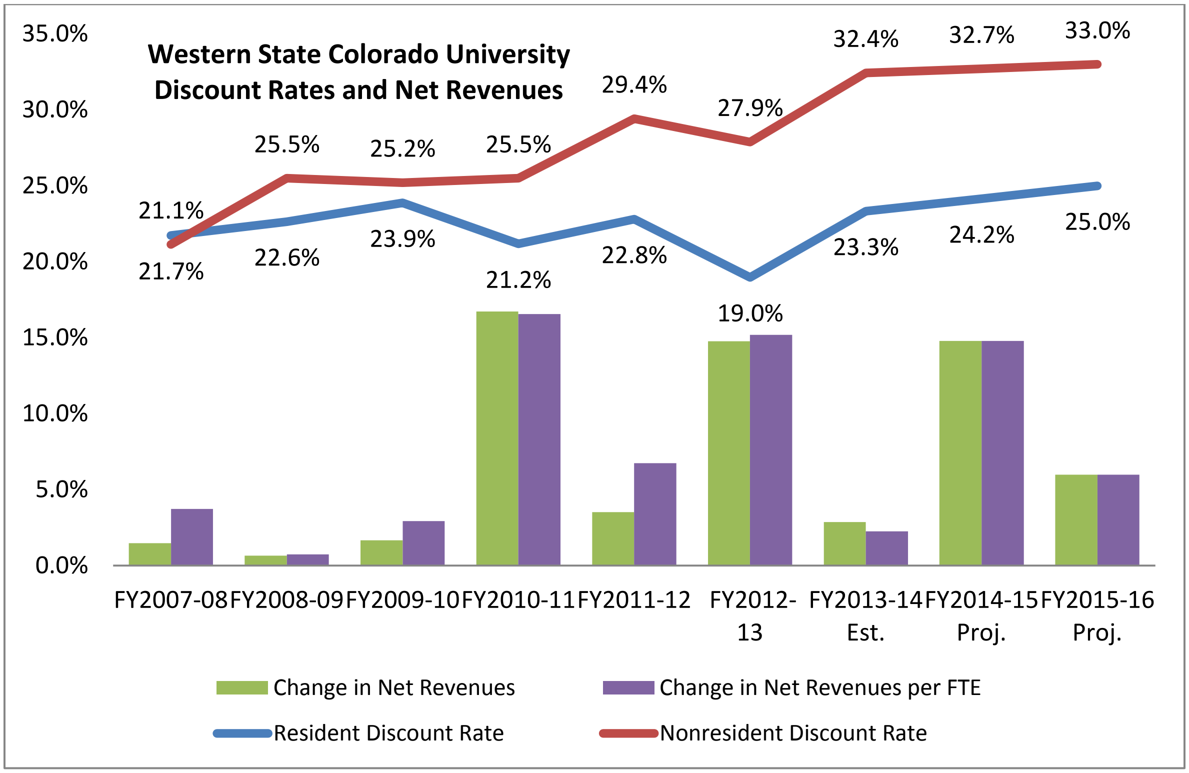
Figure 1



Precipitated by the reductions in state support and the tuition-setting flexibility provided by legislature, the University has begun to restructure its financial model to be one that is more dependent on tuition revenue. Being a smaller, rural institution, the University has traditionally been more reliant on state funding than other four-year public institutions in the state. While this reliance has made this transition more challenging, opportunities for tuition revenue growth exist due to the relatively low rates charged by the University. In fact, even as the University is in the midst of this transition, it continues to retain tuition and fee rates that are competitive and in some cases below statewide and national peer averages.

While there is opportunity to increase tuition revenue through rate increases, the University values access and affordability. As such, the University has made significant investments in *institutional financial aid, increasing its allocation from $2.4 million in fiscal year 2010 to $4.1 million budgeted for fiscal year 2014. Equally important, the strategic use of institutional financial aid, as informed by a price sensitivity analysis conducted in 2009, has allowed the University to achieve enrollment growth in the past two years while maintaining positive net revenues (Figure 2).*

Figure 2



In addition to modifying its financial model for annual operations, the University has recognized that the state can no longer be relied upon to fund its capital construction needs. As a primarily residential campus serving a student body of traditional age, the University must have facilities that are contemporary and well-maintained in order to remain competitive in student recruitment and retention. The University has made significant investments in its physical plant which has increased the annual depreciation cost. To help offset this cost, and to preserve these investments, the University has dedicated approximately $400,000 annually of the revenue generated by the student-approved facility fee toward capital renewal and replacement. While this amount represents a relatively small portion of the annual depreciation cost, it is step in the right direction and will help the University mitigate a growing deferred maintenance backlog.

Based on an analysis conducted by the University, the composite score can be improved to at least 1.0 in the next three years by increasing student enrollment by 100 students per year, both a reasonable target given the institution's recent history and a target consistent with the marginal cost model. To achieve stronger ratios would require the dedication of tuition revenue generated from the enrollment. All other revenue generated from projected increases in base tuition and fees, as outlined in the Financial and Accountability Plan (available upon request), could be dedicated to supporting University operations, including covering cost increases and programmatic enhancements that can support further growth in enrollment.

2. How do the areas you serve affect your performance? How does your situation compare with Mesa State's?

   The two institutions, per statute, have different roles and missions, although each serves as a regional education provider. Western State Colorado University was established as a general baccalaureate institution with moderately selective admission standards. The institution offers liberal arts and science, teacher prep, business and graduate programs.

   Colorado Mesa University is established in statue as a general baccalaureate and graduate institution with selective admission standards. Colorado Mesa University offers programs in liberal arts and sciences, professional and technical degrees, and a limited number of graduate programs. Colorado Mesa possesses a two-year role and mission.

   Western currently offers 22 undergraduate majors, 5 minors and 60 areas of undergraduate studies (i.e., emphases). Western also offers two graduate programs with a third starting in summer 2014.

   Western State Colorado University serves students from all over the state of Colorado and from all 50 states. Western's ability to draw from a broad base of students, both geographically and socio-economically, positions the University well for improved and sustained financial performance.

3. Review your recent construction projects. When will we know if your capital investments have succeeded in drawing students?

   Western was founded in 1901 and was the first institution of higher learning on the Western Slope and fourth public institution established in the state of Colorado. As one of the oldest institutions in the state, Western has a relatively aged facility inventory. Based on original construction dates, the average age of a building on Western's campus is 52 years.

Over the past ten years, Western has invested over $128 million into its facilities, both in the form of capital construction and controlled maintenance. Of this amount, approximately $30 million (23%) came for state funding, $14 million (11%) came from private sources and $84 million (66%) came from institutional sources, including reserves and bond proceeds. Of the $128 million invested, over 75% ($96 million) was utilized to renovate or rebuild existing buildings in order to bring these facilities into proper compliance (code or otherwise) or up to contemporary standards.

As an institution that draws over 90% of its students from over 100 miles away, Western is not a choice of convenience. The University's draw is having strong academic programs whose delivery can be supported and enhanced by the facilities that house them.

The final project of this phase of investment is the recreation center and indoor field house which will be completed in early 2014. This project also represents the only one which was not a renovation or replacement. Western is including in its marketing and recruiting campaigns information about the campus's physical revitalization and expects that this will positively contribute to meeting the University's enrollment goals.

4. Provide the schedule for anticipated increases in bond payments and/or student fees.

Schedule of projected bond payments and related students fees:

Fiscal Year	Bond Principal/Interest*	Facility Fee Revenue**	Facility Fee (FT Rate)**	Amount from Auxiliary Funds
2014	4,868,424	1,418,968	1,300	3,449,456
2015	4,870,419	1,662,013	1,544	3,208,406
2016	4,875,358	1,914,780	1,797	2,960,578
2017	4,866,965	2,177,659	2,060	2,689,306
2018	5,244,950	2,451,052	2,334	2,793,898
2019	5,702,441	2,735,381	2,619	2,967,060
2020	5,882,953	3,031,083	2,915	2,851,870

* Bond payments are net of the federal interest subsidy based on the FY14 amount which is $1,148,711

** Facility fee also generates revenue for deferred maintenance and scholarships. Revenue shown here only encompasses that which is dedicated to bond repayment.

In addition to the revenue sources dedicated to debt service payments, the University maintains a debt service reserve fund that can mitigate any fluctuations in enrollment. The reserve fund's balance is currently $2.3 million.

5. Are cost increases affecting enrollment?

Overall headcount enrollment has increased by approximately 7% over the last two years, and resident student headcount and FTE are projected to increase by 2.6% and 1.3%, respectively, in the current year. Western's investment in institutional financial aid has offset tuition rate increases and has allowed the University to maintain access and affordability. For the current year, resident tuition was increased by $648 per full-time student per year. Institutional financial aid was increased on average by $412 per full-time student for the current year, resulting in an average net cost increase of $236 per resident student per year.

This fall's incoming class reflected the highest proportion of underserved students in recent years, demonstrating Western's commitment to serving these populations and meeting the goals of the Statewide Master Plan. Western achieved this through intentional outreach efforts, including the dedication of institutional financial aid as outlined in the University's approved FAP. The University has and will continue to comply with all requirements outlined in the approved FAP as it relates to mitigating tuition increases for low- and middle-income students. Table 2 below illustrates the changes in the average offered aid packages for these students at Western:

Table 2

Western's Tuition Impact on PELL Eligible, Level 1 and Level 2 Colorado Residents					
Fall	# of PELL, Level 1, and Level 2 Colorado residents	Average Offered Aid Package	Offered Aid Package $ Change	Resident Tuition $ Change	% of Tuition Change Covered
2010	697	$11,477	n/a	n/a	
2011	731	$12,157	$680	$499	136%
2012	699	$14,804	$2,647	$706	375%
2013	717	$16,461	$1,657	$648	256%

6. If your institution is unable to cover its bond payments, who is responsible? Is it the State? Do you foresee this happening? If so, when?

Western does not anticipate any inability to cover existing bond obligations. Coverage ratios (pledged revenues less expenses) remain strong at an average of 1.5 times since the issuance *of the 2010 bonds, and it is anticipated that these ratios will continue at or above this level. The University has also established an institutionally held debt service reserve fund to help mitigate any fluctuations in enrollment. The balance of this fund is currently $2.3 million.*

All of Western's current debt is backed by the State Intercept Program. Under this program, if Western is unable to make payment, the state can "intercept" fee-for-service payments due to the University to satisfy bond obligations.

7. Is there interest in merging with other institutions of higher education in an effort to reduce your fixed overhead costs?

   Western does not have an interest in merging with other institutions of higher education. Independent governing boards allow institutions better capability to capitalize on their unique strengths. For Western, one of those strengths is a dedicated and generous alumni base. In the less than ten years that Western has been independently governed, the University has raised over $50 million in private support. This would not have been possible if Western were a part of a larger system.

   Western also does not believe that fixed overhead costs would be substantially reduced with a merger. There are no positions on Western's campus that are strictly responsible for governance management and do not have operational responsibilities. The operating costs associated with the University's Board of Trustees are less than $160,000 annually.

<u>Higher Education Funding Request and Options for Statutory Change</u>

8. Please clarify your plans for tuition and fee increases in FY 2014-15.

   The University intends to increase resident student tuition no more than 6% per the Governor's budget request. With the exception of the University's facility fee, mandatory student fees will not increase beyond the rate of inflation. The facility fee was approved on a set schedule of adjustments and will increase by $243 per full-time student for FY2014-15.

9. How will low income students fare under your plan for FY 2014-15 tuition increases and financial aid allocations?

   The University will continue to comply with the requirements set forth in the approved Financial and Accountability Plan and ensure low and middle income students are least affected by tuition increases. This includes limiting tuition and fee increases for PELL *eligible, Level 1 (no Pell) and Level 2 students to no more than one-half of the approved increase.*

As noted earlier, Western has made significant investments in institutional financial aid, increasing expenditures by over $1 million since FY2009-10, and will continue its commitment to access and affordability for low- and middle-income students.

10. Several years ago, the Colorado Legislature gave flexibility to institutions of higher education to set your own tuition costs (S.B. 10-003). What is your opinion of this statute and is it time for change?

    Governing boards should continue to retain the authority to set tuition rates. The governing boards are best equipped to understand their markets and price points and can develop pricing and financial aid strategies that will ensure long-term sustainability of the institutions they oversee.

    A majority of the revenue generated through the flexible tuition authorized through S.B. 10-003 was utilized to maintain operations at the University. While the state has made funding higher education a priority for FY2014-15, the long-term sustainability of these dollars remains uncertain. Continuing to have flexibility would not only provide tools for better institutional management, but it would benefit strategies geared toward improving retention and completion and reducing the attainment gap, both stated goals of the Statewide Master Plan.

11. What recommendations do you have for the Joint Budget Committee and the General Assembly to make the funding for higher education more equitable across institutions?

    A fundamental strength of Colorado's system of higher education is the diverse array of educational opportunities and experiences that exist from which Colorado residents can choose. Funding allocations should, in large part, reflect and recognize the uniqueness that exists between and among our institutions.

    Western also supports the move to performance based funding so far as there are sufficient resources to dedicate towards this model and that performance include the commitment to providing student access to higher education.

12. How does your institution define "need based aid", "merit based aid", and "work study"? Do you have a position on the staff recommendation to clarify financial aid statutes?

Need based aid is defined on the federal needs analysis calculation, Cost of Attendance minus Estimated Family Contribution (EFC), which provides a student's eligibility for need based financial aid, and encompasses "need based aid", "merit based aid" and "work study". The difference between the three listed in this question is need based aid has many forms (grants, scholarships, work-study and loans). Merit scholarships are awarded based on academic or other merit based criteria; however, merit aid still counts as need based assistance when a student completes the FAFSA application. Work study is a form of need based funding provided to students that wish to seek employment on campus. Work study funds from the state may also be awarded to students that do not demonstrate need through the federal needs analysis calculation.

Currently institutions have flexibility in awarding state financial aid dollars. This allows Western to address unique circumstances and better meet the needs of the University's low- and middle-income students and underserved populations. At this time Western's recommendation would be to continue to provide institutions with flexibility in administering state financial aid dollars.

<u>Tuition Increases: Cost Drivers</u>

13. What does it cost you to educate a student? Is your tuition above or below that amount?

Total Cost per E&G Student FTE: FY2012-13[1]											
CSM	UC-B	CSU	UC-D	Ft Lewis	Western	UC-CS	Adams	UNC	CSU-P	CMU	Metro
$24,417	$22,818	$16,428	$14,858	$13,052	$12,985	$12,853	$12,581	$11,862	$11,294	$9,279	$7,838

[1]Source: Budget Data Books- Format 30, Line 16

Per the Budget Data Book, the cost to educate a student at Western in FY2012-13 was $12,985. Resident tuition for FY2012-13 was $4,627 and nonresident tuition was $14,496.

14. If tuition were lowered would more students come? Would it increase overall revenues if tuition were less? What is the breakeven point?

While Western remains cognizant of price sensitivity and how it affects enrollment, the University believes that lowering tuition would negatively impact the perceived value of the education provided. Western has historically had one of the lowest resident tuition rates in the state and this has not proven to be an enrollment driver. Most important is ensuring that the net price, after the application of financial aid, remains affordable, and Western has *committed substantial institutional resources toward ensuring accessibility. In fact, over the past two years, resident tuition has increased by 32% at Western, and with strategic investment in institutional financial aid, among other initiatives, the University has grown resident enrollment (headcount) by 5.4%.*

It should be emphasized that the rising price of tuition is the result of a cost shift due to state appropriation reductions. Reducing tuition rates without a sustainable back-stop of state support can result in programmatic cuts at institutions of higher education. This can diminish the quality of the education provided and make it difficult for institutions to grow enrollment, and more importantly, to meet the goals outlined in the Statewide Master Plan.

15. Since FY 2000, how have your operations costs increased and by what percentage? Please describe reasons for operational cost increases.

Fiscal Year	University Operations	% Change	Fiscal Year	University Operations	% Change
2000	21,783,390		2007	28,719,194	5.46%
2001	21,609,537	-0.80%	2008	30,212,878	4.59%
2002	22,955,796	6.23%	2009	32,294,253	6.06%
2003	22,829,618	-0.47%	2010	32,673,427	1.04%
2004	24,551,248	6.47%	2011	31,047,524	-4.38%
2005	25,121,687	2.08%	2012	31,190,479	0.40%
2006	27,044,405	6.74%	2013	31,964,656	2.01%

Operations costs are defined as University expenditures as shown in the Financial Statement, less non-base, state-funded controlled maintenance and depreciation. Cost increases occur due to a variety of reasons, including, but not limited to, funding mandates, implementation of strategic initiatives, and general inflationary adjustments.

16. For institutions of higher education that are in rural areas of the state, are there increased operational costs? Please explain.

Western is located in a rural area with a relatively small community population. This limits the schools ability to hire adjunct or part-time faculty. This limitation means fixed, full-time faculty salary costs are a greater percent of total salaries than similar institutions in Colorado. In larger communities, adjunct faculty can be utilized to offer additional course sections, as well as to provide instruction at a lower costs.

Travel for faculty, staff or students' who must attend meetings and professional conferences is also more costly. In recent years the University has implemented measures to reduce travel and related costs as other means, such as teleconferencing, have become better available and more reliable. The location also adds cost for goods and services, as compared to an urban area where delivery costs are more reasonable.

While these technological capabilities can decrease operational costs that might be otherwise inherent for a rural institution, they can also have a tendency to amplify isolation through reducing presence and visibility, thus impacting these institutions' ability to influence policy matters. Institutions on the Front Range are closer to the capitol and department offices and have a greater ability to share and receive information, and thus influence decision-making.

17. Since 2000, please provide a breakdown of your administrative costs and the percentage of annual increases.

Fiscal Year	Costs	% Change	Fiscal Year	Costs	% Change
2000	5,126,230		2007	6,196,086	11.85%
2001	4,726,504	-7.80%	2008	6,678,509	7.79%
2002	4,776,141	1.05%	2009	7,159,681	7.20%
2003	4,812,793	0.77%	2010	6,935,847	-3.13%
2004	5,405,293	12.31%	2011	6,924,850	-0.16%
2005	5,293,402	-2.07%	2012	6,580,135	-4.98%
2006	5,539,710	4.65%	2013	6,805,850	3.43%

Administrative costs are defined as education and general (E&G) fund expenditures classified as Institutional Support and Operations and Maintenance of Plant.

18. Please provide a breakdown of the salaries for administration positions, faculty, etc.

Funding Source	Status	Total Salaries	FTE	Average Salary
Educ. & General Fund	Faculty	6,259,788	115.0	54,433
Ext. Studies, Grad. & Grant	Faculty	1,245,052	19.8	62,881
Educ. & General Fund	Admin. & Professional	3,963,786	79.6	49,792
Auxiliary Funds	Admin. & Professional	1,228,398	26.5	46,281
Educ. & General Fund	Classified	1,540,947	39.9	38,622
Auxiliary Funds	Classified	887,287	24.6	36,066

Totals	15,125,258	305.4	49,518

19. What is the percentage of full time faculty vs. adjunct faculty?

The University considers both Tenure/Tenure Track and full-time non-tenure/tenure-track faculty positions full time. Based on the most recent IPEDS information the distribution is:

Faculty:	
Tenure/tenure track	52%
Full time, non-tenured	21%
Total full time faculty	73%
Part time faculty	27%
Total	100%

20. What is the ratio of students per faculty member at your institution of higher education?

For the current fall semester the student to faculty ratio is 18:1.

21. What is the ratio of student tuition increases in comparison to salary for administration, faculty and other staff?

	Tuition Increases		Base Salary increases		
Fiscal Year	Resident Tuition	Non-Resident	Faculty	Admin	Average other staff
FY2008-09	7.1%	2.9%	6.0%	4.0%	4.0%
FY2009-10	8.3%	4.0%	0.0%	0.0%	0.0%
FY2010-11	9.0%	4.5%	0.0%	0.0%	0.0%
FY2011-12	14.6%	5.0%	2.5%	2.5%	0.0%
FY2012-13	18.0%	7.1%	0.0%	0.0%	0.0%
FY2013-14	14.0%	5.0%	3.0%	3.0%	5.4%

22. How will the Affordable Care Act decrease health care costs for employees? Does your institution of higher education anticipate long-term savings? If so, please explain.

The Affordable Care Act will not decrease health care costs for employees. The University's health insurance plans are provided through the CHEIBA Trust or through the State of Colorado, and both are large group plans. Western's health insurance plans already have deductibles and maximum out of pocket costs to employees that are lower than those required *by the Affordable Care Act. Prior to the effective date required by the Affordable Care Act, the University's plan already offered more coverage than the "essential benefits", no lifetime maximum on benefits, covered preventive health services at 100%, covered dependent children to age 26 and offered a plan to cover those with pre-existing conditions.*

Western does not anticipate any long-term savings as a result of the Affordable Care Act. The Affordable Care Act will, instead, contribute to increased health insurance premium costs. For 2014, Western experienced a 5.5% health insurance premium increase, of which 4% was attributable to new fees created by the Affordable Care Act. Western decided not to increase the employee share of health insurance premiums in 2014, but the 5.5% premium increase will cost the University over $200,000 in calendar 2014. Fees attributable to the ACA, will be ongoing. After January 1, 2015 when the Affordable Care Act's Employer Shared Responsibility Mandate is effective, the University will be required to ensure that premiums for employee-only coverage for full time employees, as defined by the Act, do not exceed 9.5% of salary. We anticipate that this will further increase the University's costs.

<u>Student Loans</u>

23. What is the loan default rate of graduates of your institution? If high, what steps are you taking to address it?

    Western's most recent two-year and three-year default rate is 4.8% and 8.4%, respectively. In 2008, the two-year default rate at Western was 8.5% and the three-year default rate was 10.6%. These default rates are among the lowest of all higher education institutions in the state and this is due to our commitment to default management and prevention. Three years ago, Western implemented in-person group session exit counseling, which has had a significant impact in reducing our federal default rate the last 3 years.

24. What is the average amount of time that it takes your graduates to repay their student loans?

    Standard repayment for all federal loans is 10 years. The majority, if not all students, repay their loans within that time frame.

<u>Workforce Needs and Employment After Graduation</u>

25. Please provide information regarding what your institution of higher education is currently doing to ensure job placement.

Western offers Career Services programming and resume/cover letter reviews for all students and alumni. During 2012-2013, 163 students met with the Career & Academic Advisor to review resumes and cover letters, and 34 students took advantage of advising related to careers, interviewing, and/or job/internship search techniques.

The Career & Academic Advisor also creates and implements programming related to Career Services, including mock interviews, career closet, class presentations, presenting at preview and accepted student days, and Western's two largest events, the Etiquette Dinner and the Career, Job, & Internship Fair held each spring, in which over 300 students participate and over 30 employers and graduate schools attend. Lastly, an online job search database is available to students and alumni through western.edu/career.

26. Once students graduate from your institution of higher education, what is the percentage that use their degree to find employment?

    Unknown at this time, however, the Career Services Office is collaborating with the Alumni Relations Office and has created an alumni survey in which that data will be collected and assessed. In addition, Western is in the process of creating a full time Career Services position to better aid in our data collection and tracking. By 2015, the University will have solid data that will be used to assess current Career Services offerings and will provide important information to Western's academic programs.

27. What is the average wage of your graduates?

    Please see answer to question above regarding the newly created survey and full time Career Services position.

28. If a graduate has a difficult time finding employment, what resources are available to him / her through your institution of higher education to find a job? What are the success rates of this effort?

    All Career Services resources are open and available to University graduates. Alumni are welcome to visit in person to review resumes, cover letters, and job search/interview techniques. They are able to access the online job search database as well. In most cases, alumni ask for assistance with gaining access to the online job search database or with resume writing. Western will soon be implementing a tracking system to determine the success rates of these efforts. This will allow for further collaboration between the Alumni Relations Office and Career Services.

29. What efforts is your institution undertaking to receive input from Colorado businesses to prepare graduates that meet their workforce needs? How often do the Colorado businesses that you work with actually hire your graduates?

The Career Services Office coordinates the annual Career, Job & Internship Fair each spring and all of the 34 businesses or graduate schools who attended in 2013 have Colorado roots and opportunities in Colorado. We have received comments after the Fair from businesses and education programs stating that Western students are well prepared for interviews and networking.

In certain disciplines across campus, such as Professional Land & Resource Management (PLRM), Education, and Accounting, there is a direct connection from Western professors to organizational professionals. Due to the institution's remote location, there are limited company recruiters who are able to physically come to campus to recruit. The PLRM program is probably the most consistent program that offers on-campus recruiting, but mainly for internship openings. It is unknown as to how many graduates get hired by Colorado businesses, yet this is information Western will receive on the newly created survey going to all Western alumni.

With the new Career Services position, Western will be surveying Colorado businesses to ask about what they are looking for with new graduates and will use that information to assess Career Services offerings to ensure students are prepared to the best extent possible.

<u>Performance: Persistence, Completion, Closing the Gap</u>

30. Since the Lt. Governor announced the "Master Plan" for institutions of higher education, please describe the following:

    a. If applicable, has your institution of higher education reduced the amount of time to credential their graduates? If applicable, has your institution of higher education reduced the amount of time to receive a 2-year or 4-year degree? Please distinguish percentages based on demographics, underserved communities, gender, etc.

    Among Colorado peers such as Adams, Mesa, CSU Pueblo, Ft Lewis and Metro, Western has the highest 6 year graduation rate at 39 percent (CollegeMeasures.org) which makes Western's time to graduation comparable with UCCS and UC Denver. Some of the measures that impact this graduation rate *favorably are: tightly enforced limits on credits required per degree; retention initiatives for first and second year, and mandatory advising. Revisions to remediation, policy changes regarding transfer and residency requirements as well as upgrades to graduation planning software are expected to further reduce time to graduation.*

b. What is your institution of higher education doing to retain students? What is your retention rate? Please distinguish percentages based on demographics, underserved communities, gender, etc.

Based on preliminary data for fall 2013, Western had its highest first to second year retention rate in recent school history, at 68%. The retention rate has shown steady improvement over the last three years. Also up significantly over the last three years, the underserved (minority) retention rate was 68%. Overall, female students continue to retain at higher rates than male students, which aligns with national trends. Female student first to second year retention was 74% compared to male student retention of 65%. These rates already place Western among the highest of comparable Colorado institutions, and Western continues to strive to improve them.

The University developed a comprehensive First-Year Experience (FYE) program that was implemented in fall 2012. This program restructured the University's orientation program and initiated a First-Year Seminar which all incoming students must take. The primary focus of the FYE is to engage students with their academic majors (or to encourage exploration of majors if undecided), with their communities and with each other.

The University developed a comprehensive second year program, the SophoMore Experience, that was implemented in fall 2013. Following the FYE theme of engagement, this program focuses on providing leadership opportunities and skills-development for the University's second year students. As part of the SophoMore Experience, the University instituted a second-year live-on requirement that was effective this fall.

Western is also instituting Supplemental Academic Instruction programming for fall of 2014 to ensure students are college-ready and to move students out of basic skills coursework and into college level courses. This complements Western's *supplemental instruction (SI) program providing support for student success in courses in which data shows that students struggle.*

c. Does your institution of higher education experience an attainment gap? If so, what is the institution doing to remedy such issues?

Between the 2005 and 2008 cohorts, the average gap in attainment between white students and students from underserved populations was 11.2%. By the 2012-13 reporting year this attainment gap had essentially reversed itself (CollegeMeasures.org).

Retention efforts for underserved population such as the PRIME program are aimed at addressing the attainment gap. Promoting Readiness in Math and English (PRIME) is focused on helping students attain basic college skill levels in Math and English with out-of-classroom support. Also, the University's Multicultural Center continues to play a role in the expansion of on-campus programming and support for underserved populations by creating a strong social network and support system for students, including peer mentoring and tutoring, study-skill workshops and early warning systems.

As noted earlier, retention rates for underserved populations are climbing at Western and this is further improving educational attainment for traditionally underserved student populations. Again, our graduation and retention rates for African-American, Hispanic and female students are higher, in some cases significantly so, than those of our Colorado peer institutions.

<u>ASSET</u>

31. Last session, we passed Colorado Asset (S.B. 13-033) so that undocumented students are able to receive in-state tuition. How many undocumented students is your institution of higher education currently serving?

For the fall 2013 semester Western has admitted 6 undocumented students.

10:10-10:50 COLORADO COMMUNITY COLLEGE SYSTEM

<u>Higher Education Funding Request and Options for Statutory Change</u>

1. Please clarify your plans for tuition and fee increases in FY 2014-15.

   The State Board for Community Colleges and Occupational Education (the State Board) typically sets FY 2014-15 tuition rates in April 2014. As a result, there are no specific plans in place at this time. However, as the Governor has requested, CCCS is committed, given the level of state support allocated in the November 1 budget request, to keep resident tuition increases for FY 2014-15 below 6%. In terms of mandatory student fees, the maximum a fee is allowed to increase in a fiscal year is at the rate of the Denver-Boulder CPI. A successful student referendum agreeing to any additional increase is necessary to go above that rate of increase.

2. How will low income students fare under your plan for FY 2014-15 tuition increases and financial aid allocations?

   Without specific information about how the FY 2014-15 CCHE financial aid allocation model will distribute funds to our colleges/students and final resident tuition rates for FY 2014-15, it is too early to give a concrete response the question. However, given the very large increase in state financial aid and the CCCS mission and demographics, we believe that low income students (as they have been in past years) will fare well in FY 2014-15.

3. Several years ago, the Colorado Legislature gave flexibility to institutions of higher education to set your own tuition costs (S.B. 10-003). What is your opinion of this statute and is it time for change?

   CCCS believes that the current statute allows the institutions of higher education the flexibility to respond to difficult budget situations and was a valuable tool during the last recession. Given our mission and demographics, CCCS tries to keep resident tuition as low as feasible while maintaining quality, as evidenced by the 6.5% and 6% resident tuition rate increases for FY 12 and FY 13, respectively, when allowed by statute to raise the rate by 9% in each of those fiscal years. Regardless of any future decisions regarding the current statute, allowing some level of flexibility for difficult budget times is important given the history of state support variation in Colorado.

4. What recommendations do you have for the Joint Budget Committee and the General Assembly to make the funding for higher education more equitable across institutions?

   More generally, the first step is to re-invest in higher education to recover from the great recession's cuts, allowing colleges and universities to ease back on resident tuition rate *increases used to cover lost state revenue. The Governor's FY 2014-15 budget request for higher education is a great step in this direction. For the future, the State needs to invest its operating state support for higher education in a way that recognizes the role that student demographics (from growth in numbers, to income type, to student preparedness) play in successfully meeting of the State's master plan goals.*

5. How does your institution define "need based aid", "merit based aid", and "work study"? Do you have a position on the staff recommendation to clarify financial aid statutes?

   Need based aid is defined as any financial aid applied against the student's unmet need. Unmet need is calculated as: the estimated cost of attendance minus the student's expected family contribution minus any additional aid or educational resources. Merit based aid is defined as any financial aid that is awarded based on the student's academic work, using measures reflective of academic success (e.g., high school GPA or the student's college GPA). Work study is defined as self-help aid which a student earns by working on campus in a part-time position. While we would not take a formal position without seeing the specific changes to statute, if the changes were clarifying in nature CCCS would likely be fine as long as the flexibility to package aid remains at the institutional level.

<u>Financial Performance</u>

6. Please provide composite financial index figures for each of your institutions. How do rural campuses fare in comparison to urban ones?

   While providing this detailed analysis for 13 institutions that make up the CCCS in the time frame allowed for responses is not possible, we would echo JBC staff's statement at the briefing that the CCCS views financial management through a system perspective. As a result, we believe measurement at the governing board level is the appropriate lens to view the financial performance of the CCCS through. That being said, financial indexes at our rural colleges on average will be lower than our urban institutions, by virtue of fixed costs to student ratios and the role that debt attributed to a specific institution plays in the KPMG CFI calculations. But to reemphasize the point, the decision on whether debt is taken on is made at the system level and is based on the System's credit, so the analysis is appropriately done at the system-wide level.

<u>Tuition Increases: Cost Drivers</u>

7. What does it cost you to educate a student? Is your tuition above or below that amount?

While the individual costs vary from program to program (and institution to institution), from a Education and General expense perspective, in FY 2012-13, the cost to educate a student was approximately $6,626 per full-time, 30 credit hour student. Our resident tuition rate is below that amount, with the base resident rate for FY 2012-13 at $3,383.

8. If tuition were lowered would more students come? Would it increase overall revenues if tuition were less? What is the breakeven point?

   Compared to a four-year university's student demographics, community college students tend to be more price sensitive when it comes to tuition. As a result, the strategy that the CCCS employs is to keep resident tuition as low as reasonable given economic conditions, while maintaining the ability to invest in quality educational delivery. If tuition rates were lowered, it is possible that demand would increase. And, 10 years ago, it may have been possible to even slightly increase overall tuition revenue using this approach. But with Colorado higher education institutions so reliant on tuition revenue now (from 1/3 of appropriated revenue a decade ago to 2/3 of appropriated revenue in recent years) and CCCS's relatively low tuition rate, you would likely lose more revenue in your existing tuition base than you would gain in revenue from new students. At the levels of state support that Colorado is currently able to provide its higher education institutions, there is likely not a breakeven point where this type of strategy could work effectively.

9. Since FY 2000, how have your operations costs increased and by what percentage? Please describe reasons for operational cost increases.

   While we do not have easily accessible data back to 2000, we do have it back to FY 2005-06 (when the CCCS implemented a new consolidated, system-wide enterprise resource management system, including financial tracking and reporting). Between FY 2005-06 and FY 2012-13, E&G operating costs per student FTE have increased on average by 3.76% annually over the time period. The largest percent increases annually in operational costs over the time period were in academic support and student services (7.7% and 7.1%, respectively) where the System and its colleges have made strategic investments in areas like advising, counseling, financial aid, and related technology to meet the CCCS Board's goals of access and success and to serve our student populations more effectively.

10. For institutions of higher education that are in rural areas of the state, are there increased operational costs? Please explain.

Yes, on per student FTE basis, operational costs are higher in rural areas of the state. For the CCCS rural institutions, the primary reasons are: higher fixed costs per student FTE, which result from spreading the necessary fixed costs of operating an institution over a relatively smaller student FTE base; and less access to a pool of lower cost, more flexible adjunct faculty pool, which results in having to hire and maintain more full-time faculty that urban colleges in our system.

11. Since 2000, please provide a breakdown of your administrative costs and the percentage of annual increases.

    While we do not have easily accessible data back to 2000, we do have it back to FY 2005-06 (when the CCCS implemented a consolidated enterprise resource management system, including financial tracking and reporting). Between FY 2005-06 and FY 2012-13, E&G institutional support expenses (which includes both administration and information technology expenses) increased by 4.1% annually over the time period. This reflects, primarily, a significant investment in information technology (predominately increased staffing and IT infrastructure/hardware/software) in order to maintain the level of educational technology resources necessary to meet the Board's goals and student expectations/needs.

12. Please provide a breakdown of the salaries for administration positions, faculty, etc.

    Average full-time faculty salary: $51,214
    Average full-time classified salary: $38,020
    Average full-time Admin-Protech salary: $54,502

13. What is the percentage of full time faculty vs. adjunct faculty?

    29% full-time faculty and 71% adjunct faculty.

14. What is the ratio of students per faculty member at your institution of higher education?

    At our rural colleges, the average ratio is approximately 12 student FTE:1 faculty FTE; at our urban colleges the average ratio is approximately 16 student FTE:1 faculty FTE.

15. What is the ratio of student tuition increases in comparison to salary for administration, faculty and other staff?

In FY 2012-13 and FY 2013-14, resident tuition increases were 6.5 percent and 6.0 percent, respectively. Salary increase averages were 2.0 percent and 3.0 percent, respectively, during the same fiscal years.

16. How will the Affordable Care Act decrease health care costs for employees? Does your institution of higher education anticipate long-term savings? If so, please explain.

    At this point it is too early to gauge the impact of the ACA on long-term health care costs for our employees. In terms of long-term fiscal impact to our colleges, it is also too early to gauge the impact of the ACA. In terms of short-term fiscal impact, there will be increased costs to our colleges as adjunct instructors who work 30 hours or more join CCCS health plans starting January 2015.

Workforce Needs and Employment After Graduation

17. Please provide information regarding what your institution of higher education is currently doing to ensure job placement.

    All CCCS approved Career and Technical Education (CTE) Programs are required to contact students who have completed their programs and submit annual placement reports through the VE 135 online system. This data is reviewed and evaluated as a component of each program's renewal process. Each review compares the annual progress to the prior five years and other like programs across this state. Programs not comparing favorably in the placement of their students are required to create a plan for improvement of this measure of success.

18. Once students graduate from your institution of higher education, what is the percentage that use their degree to find employment?

    For 2010-11 Degree recipients: 91% of previous year CTE completers whose schools were able to contact them and who were seeking employment had obtained jobs within a year following program completion. (CCCS is currently in the process of compiling placement data for the 2011-12 program completers.)

19. What is the average wage of your graduates?

    Please see the following web-link to wage data for Colorado community college graduates: http://esm.collegemeasures.org/esm/colorado/default.aspx. Please select which college you want to find information on from the drop down menu and the site will return the relevant *data about that specific college. The results from this college measures database indicate that one year after graduation, students with applied science degrees from Colorado's two-year colleges earn nearly $7,000 more than graduates with bachelor's degrees from Colorado four-year colleges and universities.*

20. If a graduate has a difficult time finding employment, what resources are available to him / her through your institution of higher education to find a job? What are the success rates of this effort?

    A variety of resources are available at each of our institutions and within each specific program. These range from job boards, connections to local workforce centers, and opportunities provided by advisory committees. Anecdotal information and informal surveys indicate that these do help students find employment.

21. What efforts is your institution undertaking to receive input from Colorado businesses to prepare graduates that meet their workforce needs? How often do the Colorado businesses that you work with actually hire your graduates?

    Our colleges work very closely with the local businesses/industries in their service area and regions in getting feedback on industry demand as well as how changes in industry trends should be incorporated into new programs or updates to the curriculum of existing programs.

    In addition, each CCCS approved CTE program must meet or exceed the following Technical Advisory Committee requirements:

    All approved programs must have a technical advisory committee that functions at the state, regional, or local level to assist education providers in planning, conducting and evaluating their program curricula and operations. Each program is encouraged to have a local committee focused specifically on their program. However, district or regional committees are acceptable as long as each program is receiving independent review and guidance each year and committee membership includes business & industry representation from each program area for which the committee offers guidance. 51% of the voting members shall be from related business and industry occupations.

    While no official data exists regarding the number or frequency of hiring by Technical Advisory Committees, it is commonly understood that many graduates do find employment through the program's business partners.

Student Loans

22. What is the loan default rate of graduates of your institution? If high, what steps are you taking to address it?

Default rates for graduates of our colleges range from 16.5% to 34.2%. Two of our colleges have exceeded the 30% threshold. There are two primary strategies that colleges are utilizing to lower these default rates: 1) contracting with a default management firm for specialized tracking and communication post enrollment; and 2) up front academic and financial aid advising to develop individualized academic plans. Please keep in mind at our small, rural colleges, having 20 to 30 additional students get back into repayment plans can have significant impact on the overall percentage default rate at those colleges.

23. What is the average amount of time that it takes your graduates to repay their student loans?

Data is not available from the federal government broken out by college or governing board. However, the standard Stafford repayment time period is 10 years with the maximum payment period at 20 years.

Performance: Persistence, Completion, Closing the Gap

24. Since the Lt. Governor announced the "Master Plan" for institutions of higher education, please describe the following:

    a. If applicable, has your institution of higher education reduced the amount of time to credential their graduates? If applicable, has your institution of higher education reduced the amount of time to receive a 2-year or 4-year degree? Please distinguish percentages based on demographics, underserved communities, gender, etc.

    N/A; Time to degree was not part of the CCCS's DHE performance metrics.

    b. What is your institution of higher education doing to retain students? What is your retention rate? Please distinguish percentages based on demographics, underserved communities, gender, etc.

    Please see the attached link that outlines retention rates for CCCS colleges: http://highered.colorado.gov/i3/Reports.aspx. When the web *link pull up, please choose 'retention rates' on the 'locate report' box under 'by category'. CCCS is doing a variety of things to increase retention at our colleges, including: counseling, mentoring, learning communities, and early intervention with academic progress issues.*

c. Does your institution of higher education experience an attainment gap? If so, what is the institution doing to remedy such issues?

CCCS has a 3 year rolling average completions attainment gap between minorities and non-minorities of 2.57 percent. The system also has a 1.99 percent gap in transfer rates between minorities and non-minorities on a 3 year rolling average (this is of new students in the fall that transferred to a 4 year institution the following fall). Narrowing these gaps is part of the CCCS strategic plan. CCCS is doing a variety of things to narrow this gap, including: counseling, mentoring, learning communities, and early intervention with academic progress issues.

<u>ASSET</u>

25. Last session, we passed Colorado Asset (S.B. 13-033) so that undocumented students are able to receive in-state tuition. How many undocumented students is your institution of higher education currently serving?

The current estimate for Fall 2013 is 171 students. This figure will be finalized in early February. We anticipate the number of students in future academic terms to grow as qualifying students learn about the opportunities afforded by S.B. 13-033.

10:50-11:00 BREAK

11:00-11:20 COLORADO SCHOOL OF MINES

<u>Higher Education Funding Request and Options for Statutory Change</u>

1. Please clarify your plans for tuition and fee increases in FY 2014-15.

Colorado School of Mines intends to follow the Governor's request that higher education institutions not exceed 6% tuition increases for resident undergraduates. The exact increase will not be known until the budgeting process begins in the spring.

2. How will low income students fare under your plan for FY 2014-15 tuition increases and financial aid allocations?

In SB10-003, Colorado School of Mines committed to use all of our fee-for-service funding for financial support of undergraduate and graduate students by 2021. We are on track to gradually convert these funds over the 10-year period. We are currently analyzing the impact of our tuition on the enrollment of low income students with the assistance of an outside consultant, and plan to deploy financial aid funds accordingly.

3. Several years ago, the Colorado Legislature gave flexibility to institutions of higher education to set your own tuition costs (S.B. 10-003). What is your opinion of this statute and is it time for change?

We believe the intent of the statute to provide greater flexibility to make governing decisions at institution level and promote entrepreneurial practices remains vitally important for Colorado higher education institutions. This is especially true for Mines as we work to ensure that the university remains competitive for highly accomplished Colorado students. Also, as noted above Colorado School of Mines committed to using all of its state funding (through fee for service) for financial support of undergraduate and graduate students by 2021.

4. What recommendations do you have for the Joint Budget Committee and the General Assembly to make the funding for higher education more equitable across institutions?

In many ways the answer might depend on what is meant by equitable. Equalizing per student funding may be one measurement, but then how would the State value unique elements within its system of higher education such as small institutions, specialized, high-cost degree programs (such as STEM), or service to geographic regions?

We encourage the General Assembly to seek to add more funding for higher education before dramatically changing the allocation basis. The current levels of funding may be barely sufficient for institutional survival for some.

5. How does your institution define "need based aid", "merit based aid", and "work study"? Do you have a position on the staff recommendation to clarify financial aid statutes?

Need Based Aid: Aid that is awarded to a student based on their need as determined by the federal government through the FAFSA (Free Application for Federal Student Aid).

Merit Based Aid: Aid that is awarded to a student based on academic accomplishments in high school or college. GPAs and test scores are considered during the awarding process without regard to the families' financial standing.

Work Study: Aid awarded to a student to be received through the payroll process. Student interested in work study seek and secure employment in departments across campus as well as community service positions in the community. There are both need based and non-need based work study opportunities.

As stated earlier, we have long supported greater decision making at the institutional level. Nowhere is this more relevant than with financial aid. We believe an institution's financial aid offices are best equipped to develop the financial aid package for students. The state's financial aid is vitally important, but for many students at Mines it represents only a fraction of financial aid revenue sources. In some cases they may receive merit scholarships from Mines funds, and/or a need based grant from the CSM Foundation, or other awards from outside organizations.

<u>Tuition Increases: Cost Drivers</u>

6. What does it cost you to educate a student? Is your tuition above or below that amount?

97% of the total degrees awarded by the Colorado School of Mines are within high-cost science and engineering fields. CSM uses the NACUBO Cost of College formula to determine the full cost of educating an undergraduate student. For Fiscal Year 2012 the cost to educate an undergraduate student at Mines was $21,686. FY13 has not been calculated as the audited financial statements were only recently published. In FY 2013 full time tuition rate (student share) is $14,400.

In an article in Time (9/26/13), L. Rafael Reif, President of MIT wrote, "At a technology-intensive research university like Massachusetts Institute of Technology, it now costs three times as much to educate an undergraduate as we receive in net tuition…" According to IPEDS, MIT's net tuition is $20,660, placing its cost to educate a student at around $60,000.

7. If tuition were lowered would more students come? Would it increase overall revenues if tuition were less? What is the breakeven point?

Colorado School of Mines is a highly selective institution. Due to campus infrastructure, physical facilities and desire to maintain a student to faculty ratio that supports quality instruction in a highly technical environment, we attempt to limit the size of the incoming class of new freshman and transfer students to 950 FTE. For Fall of 2013, the institution received 13,060 applications. From those applications, 4,715 highly qualified students were accepted for admission, and 1,098 enrolled – 15.5% greater than the targeted FTE. Because of the nature of our programs, *enrollment growth is especially costly if that growth requires new teaching laboratories and classrooms to be built.*

Furthermore it is worthwhile to note that over the past 10 years – when tuition increases had to offset cuts in state funding – Mines actually saw a 60% growth in enrollment. The quality of the product / experience does matter in enrollment growth, especially for an institution like Mines. This is not simply a function of price.

8. Since FY 2000, how have your operations costs increased and by what percentage? Please describe reasons for operational cost increases.

There are several reasons for increases in operating costs. Enrollment over the last ten years has increased by 60%. Research expenditures have increased by 152%. In addition, the institution has grown its residential campus and has invested in capital and controlled maintenance projects for academic buildings to support enrollment and research growth.

Operating Costs (not adjusted for inflation) are provided below:

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Total Operating Expenses	87,637,000	92,268,000	91,777,000	103,838,000	98,835,000	99,816,000	113,686,000	117,806,000	131,980,000	145,869,000	156,579,000	163,516,000	178,031,000	192,733,000
		5.3%	-8.0%	13.1%	-4.8%	1.0%	13.9%	3.6%	12.0%	10.5%	7.3%	4.4%	8.9%	8.3%

9. Since 2000, please provide a breakdown of your administrative costs and the percentage of annual increases.

Administrative costs would include both Academic Support and Institutional Support and support the academic and research functions of the institution. This includes functions such as the library, computing, and research administration. Significant drivers for these increases are similar to those explained in question #8, namely to support 60% growth in enrollment and 152% growth in research expenditures.

These expenses since 2000 are provided below:

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Administrative costs	11,706,000	11,824,000	11,044,000	12,549,000	12,653,000	13,128,000	15,252,000	15,570,000	19,090,000	21,917,000	20,352,000	21,118,000	23,434,000	27,842,000
		1.0%	-6.6%	13.6%	0.8%	3.8%	16.2%	2.1%	22.6%	14.8%	-7.1%	3.8%	11.0%	18.8%

As seen in the data, increases occurred in some years after an experiencing an economic downturn. In general, many of these increases were to restore staffing and salary levels after hiring and salary freezes where implemented.

Other specific increases reflected in the data are due to the following reasons:

- *Increase in 2006 is primarily due to the implementation of a new financial system and investments in the IT programs.*

- *Increases in 2008 is primarily due to an accounting write-off of a large research contract that did not receive previously recorded revenue, and a reclassification of salary for Academic Department Heads to administration. Because many academic department heads retain teaching, research and advising roles they were previously reported as instruction. It was felt this change better reflected the majority function of the positions.*

- *Increases in 2009 are due an accounting reclassification of work study salary expenses from financial aid to administrative and significant increases to insurance, legal and audit costs.*

- *One of the impacts of enrollment and research growth was that academic departments required additional administrative support. In 2012 and 2013, Mines installed a new college structure to provide such support. In addition, investments were made in Research support services to help support the dramatic growth in research at Mines. These years also saw positions filled which had been previously frozen during the economic uncertainty of the previous years.*

10. Please provide a breakdown of the salaries for administration positions, faculty, etc.

Employee Category	Salary	%
Research Faculty	7,360,350.52	9%
Academic Faculty	29,859,779.40	35%
Administrative	16,247,740.07	19%
Classified	12,101,465.20	14%
Adjuncts and Temps	3,550,766.97	4%
Teaching and Research Assistants	16,032,344.00	19%
	85,152,446.16	100%

11. What is the percentage of full time faculty vs. adjunct faculty?

The answer depends on how this question defines its terms. If simply referencing headcount, our *numbers would be:*

- *70.7% Academic Permanent Faculty (tenured, tenure-track, instructors, lecturers)*
- *29.3% Total Adjunct*

We will also examine credit hour delivery as an internal performance measure. For the current Fall 2013 semester, the breakdown of credit hour delivery is:

- *75% Academic Permanent Faculty*
- *18.5% by adjunct faculty*
- *6.5% Permanent Mines administrators or research faculty.*

12. What is the ratio of students per faculty member at your institution of higher education?

The 2012-13 Common Data Set = 16:1.

13. What is the ratio of student tuition increases in comparison to salary for administration, faculty and other staff?

We are not completely sure what is being asked, but here is an attempted response. For the current 2013-14 academic year – assuming constant enrollment -- a 6% tuition increase on resident students (undergraduate and graduate) would generate $2.8 million in additional gross revenue. The average salary increase of 3.5% (based on State personnel system mandated increases) and increases in benefit costs resulted in additional compensation expenses of $4.22 million.

It should be noted that careful consideration was placed last year on the total cost of attendance including room and board. As a result while tuition was increased by 6%, the total cost of attendance (living on campus) increased by only 3.8%.

14. How will the Affordable Care Act decrease health care costs for employees? Does your institution of higher education anticipate long-term savings? If so, please explain.

We do not anticipate that the Affordable Care Act (ACA) will decrease health care costs for employees. Due to taxes and fees included in the ACA that affect insurance plans as well as benefits mandates within ACA, premiums are rising at a faster rate than would otherwise be the case. If one assumes that the employer proportion of insurance premiums remains constant, the ACA caused increases in premiums will be passed along to employees in the same proportion as the employees' share of current premiums.

We do not expect to see any long-term savings from ACA as it is currently structured.

Economic Impacts

15. How much General Fund does Mines receive compared to other schools? Compare this to Mines' output on economic development.

In the 2013-14 fiscal year, Colorado School of Mines will receive $16,813,547, which is approximately 3.0% of the total state funding to public institution governing boards. In total, the $16 million investment by the state helps generate total annual operating expenditures of over $175 million. In addition over the past 6 years, Mines has initiated or completed capital construction projects totaling approximately $170 million solely through private gifts and private (non-state) financing. Capital expenditures are not included in operating expenditures.

There are many ways to measure economic development output. Certainly we believe our most important economic impact is the success of our graduates (see responses to #17 and #18 for data). Mines graduates are recruited by companies (small and large) driving economic impact in Colorado through the energy and resources industries, environmental firms, aerospace, and advanced materials – and many others.

The success of the institution has also helped make Mines a leading choice for students throughout the nation, not just in Colorado. Mines has been able to grow its non-resident student population over the last 10 years without sacrificing resident student growth. In fact during this time, Mines has the 2nd largest resident student growth (% FTE growth) among all the public governing boards. Mines faculty are also leading scientific and technological innovations that have both immediate and long-term benefit to the State's economy. Last year, Mines faculty generated over $62 million in research awards

Workforce Needs and Employment After Graduation

16. Please provide information regarding what your institution of higher education is currently doing to ensure job placement.

    To ensure successful employment and outcomes of the graduates, the Colorado School of Mines (Mines) Career Center interacts with students soon after they begin their academic endeavor. Early contact is integral to the success of Mines graduates so they will be able to acquire the necessary job search and professional development skills. The initial goal is to help the student first obtain experience while they are in school. Having experience through internships, co-ops, and research opportunities on the student's resume is crucial to landing a solid field-related job after graduation. In fact, between 75 – 80% of Mines graduates have field- relate experience by the time they graduate.

    In order to achieve this goal, the Career Center starts the students' career development process in their freshman year through workshops, one-on-one job search advice, resume *development, practice interviews, proactive recruiting outreach, student and parent presentations, and continuous communications. Students are strongly encouraged to attend the huge fall and spring Career Day events at Mines (over 225 employers in September 2013; 3312 students and grads attended), company information sessions, use of the online recruiting database, and on-campus interviews (over 3400 since September 10). This focused job search strategy is updated and refined by the student each semester.*

Approximately two months prior to each graduation, the Career Center Staff collects the names, relevant data, employment/outcomes status of every upcoming graduate. If at that time a student has not reached his or her next goal (obtaining full-time employment, acceptance to grad school, etc.), the Career Center staff will contact this graduate several times a month with recruiting opportunities, advanced level workshops, and more one-on-one assistance. The team tracks the outcomes of the graduating class weekly. The data for the report is based up all graduates between September 1 and August 31 of each year (please see link below). We keep in contact with all unemployed grads, assisting them through their job process, and report 6-month, 12- month, and 18-month post-graduation updates.

Data on all recruiting activities, graduate employment, outcomes, and salaries can be found at http://careers.mines.edu/Salary%20Survey.html

17. Once students graduate from your institution of higher education, what is the percentage that use their degree to find employment?

The 2012-2013 Outcomes for Colorado School of Mines graduates (September 1 – August 31) are as follows:

BS - 91%.
MS - 95%.
PhD - 98%.

Details are listed at the link above in the Colorado School of Mines 2012-2013 Graduate Outcomes and Salary Survey.

18. What is the average wage of your graduates?

The overall average salary offers reported are:

BS – $67,055
MS – $77,116

PhD – $80,201

The details, including high salary, low salary, and number of reported salaries for each major and degree level are listed at the link above in the Colorado School of Mines 2012-2013 Graduate Outcomes and Salary Survey.

19. If a graduate has a difficult time finding employment, what resources are available to him / her through your institution of higher education to find a job? What are the success rates of this effort?

The successful career development and job search strategy outlined in Question 16 is employed immediately. If a student has challenges, additional, customized job search strategies may be employed and vary for each student.

20. What efforts is your institution undertaking to receive input from Colorado businesses to prepare graduates that meet their workforce needs? How often do the Colorado businesses that you work with actually hire your graduates?

The Colorado School of Mines Career Center sends a detailed survey to its employers one to two times a year asking about the quality of the recruiting activities on campus, preparation of students, and comments/suggestions for additional tips. Approximately 51% of Colorado School of Mine graduates accepting industry or government positions stayed in Colorado.

Additionally each academic department maintains an external visiting committee. The visiting committee visits and reviews the department every 3 or 4 years. The visiting committee is comprised of representatives of industry, government and academia. One of the roles of the visiting committee is to assess how well (or not well) the curriculum prepares the graduate for employment or graduate school.

<u>Student Loans</u>

21. What is the loan default rate of graduates of your institution? If high, what steps are you taking to address it?

The student default rates are reported below.
2010 3YR Official = 4.1%
2011 2YR Official = 1.8%

Based on thresholds set by the US Department of Education, we do not consider the default rates of Colorado School of Mines graduates to be high. 2010 data shows some impact of the economic recession, and 2011 data is more in line with other years. That said, in an effort to at least maintain, and preferably decrease, the current default rate, the school has become more *proactive with those students who become delinquent upon graduation. Currently, in-person Exit Counseling is available for students wishing to elect this service, and is required for those students with over $30,000 in student loans.*

22. What is the average amount of time that it takes your graduates to repay their student loans?

The institution does not have a tool to determine the answer. In general, the majority of our students use the standard 10 yr. repayment option.

Performance: Persistence, Completion, Closing the Gap

23. Since the Lt. Governor announced the "Master Plan" for institutions of higher education, please describe the following:

Mines annually publishes a comprehensive report on our persistence and graduate rates, which includes breakdowns by demographics where allowed by FERPA restrictions. This report provides data to each of these questions and can be accessed via our IR website:
http://inside.mines.edu/mines_only/institutional-research/2013GraduationPersistenceRpt.pdf

a) If applicable, has your institution of higher education reduced the amount of time to credential their graduates? If applicable, has your institution of higher education reduced the amount of time to receive a 2-year or 4-year degree? Please distinguish percentages based on demographics, underserved communities, gender, etc.

We have not reduced the amount of time to credential graduates across the board. Two years ago Mines reorganized its largest degree program. As a result the electrical and mechanical engineering programs reduced credit hours to bachelors degree by 4 and 3 hours respectively. This change impacts 27% of the entire student body.

Improving the percentage of students graduating in 4 years is a significant issue for Mines. We are pleased to report that the 4-year graduation rate has increased from 35% for the 2006 cohort to 44.1% for the 2009 cohort.

a. What is your institution of higher education doing to retain students? What is your retention rate? Please distinguish percentages based on demographics, underserved communities, gender, etc.

Mines has numerous programs to improve retention rates, which is a key strategic goal for Mines. In the 2013 fiscal year, Mines created the Center for Academic Success and Advising – the first ever professional advising center at Mines. Mines also supports organizations such as Multi-cultural Engineering Program (MEP) and Women in Science Engineering and Math (WISEM) to *lead programs to support the retention and success of these specific populations. In recent years, Mines has also invested into creating a more vibrant residential campus, which seeks to create stronger connections for students with other students through activities on campus. Studies have shown the co-curricular activities have direct impact on retention and graduation rates. The residence life programs also added professional residence hall directors instead of relying solely on student residence hall assistants. This has been very helping in creating greater programming for students as well as identifying and intervening on possible student issues earlier in the process.*

While many factors go into improving retention rates, we've been pleased to see continued growth in our retention rates. Last year's freshman class retained into the sophomore year at the highest rate in our history – 92%

b. Does your institution of higher education experience an attainment gap? If so, what is the institution doing to remedy such issues?

Since the 2006 cohort, Hispanic students at Mines have retained to the 4^{th} year at levels equal to or greater than the general population. African-American cohorts have had mixed results. This is somewhat driven by the impact one or two students can have on this smaller cohort population. Mines continues to invest in student support programs such as our MEP program and student advising center to help student success at Mines. It also has been building stronger relationships with K-12 schools, primarily middle schools, to encourage more underserved populations to seek engineering and science careers.

<u>ASSET</u>

24. Last session, we passed Colorado Asset (S.B. 13-033) so that undocumented students are able to receive in-state tuition. How many undocumented students is your institution of higher education currently serving?

We currently do not have any undocumented students enrolled.

11:20-11:40 COLORADO MESA UNIVERSITY

<u>Higher Education Funding Request and Options for Statutory Change</u>

1. Please clarify your plans for tuition and fee increases in FY 2014-15.
   Our current plans are based on a combined tuition and fee increase of less than 5%.[1]

2. How will low income students fare under your plan for FY 2014-15 tuition increases and financial aid allocations?
   As reflected in the chart below, CMU has made very material investments in institutional financial aid over the past five years. Although our focus has been primarily on merit aid which recognizes both a student's past academic success and encourages a student to achieve

[1] Source: CMU Budget Office.

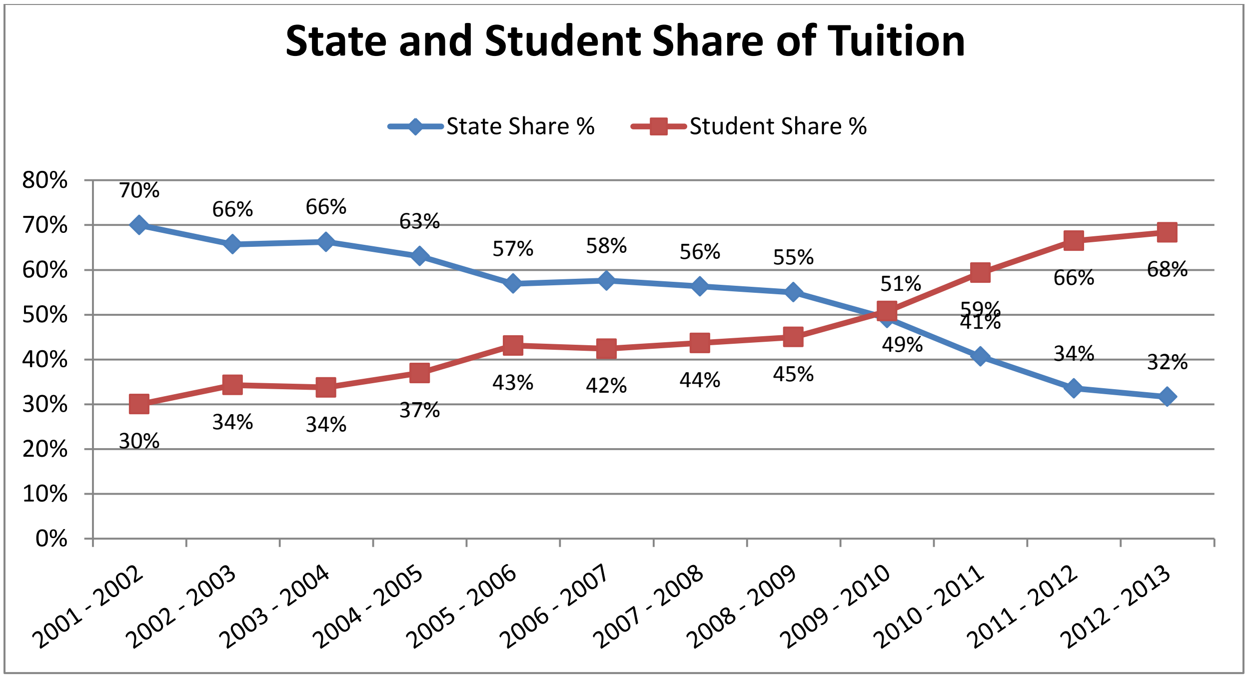
future success, it is very important to note that our recent experience is that ***more than 50% of all merit recipients are "need based eligible"*** *based on federal definitions.*[2] *Our strategy is to provide a "hand up" rather than a "hand out". We have also offered approximately $522,000 (FY 2014) in MavWorks funds, an institutional "work study" program directed at middle income students who just miss qualifying for federal financial aid but still struggle financially.*[3] *Our research shows that students at CMU who work on campus are 25% more likely to be retained or graduate over the general population and gain stronger affinity with the institution.*[4]

CMU Institutional Support, by Account							
Description	**FY08**	**FY09**	**FY10**	**FY11**	**FY12**	**FY13**	**FY14 Budget**
SEOG Match	$ 32,400.66	$ 39,437.83	$ 46,559.50	$ 40,955.75	$ 38,548.50	$ 44,146.50	$ 47,000.00
Athletic Scholarships	$ 722,366.33	$ 856,386.26	$ 934,798.88	$ 1,154,349.72	$ 1,263,756.84	$ 1,335,461.60	$ 1,872,320.00
Institutional Scholarships	$ 1,422,341.24	$ 2,166,192.97	$ 2,518,385.70	$ 3,630,411.80	$ 4,179,452.27	$ 3,741,230.03	$ 5,638,637.98
Institutional Scholarships - Need	$ 294,157.50	$ 295,933.00	$ 454,287.00	$ 16,334.00	$ 4,770.00	$ 214,195.98	$ 240,000.00
Mavworks	$ -	$ -	$ 46,267.82	$ 357,785.06	$ 479,785.64	$ 430,509.01	$ 442,000.00
Student Medicare Contribution	$ 7,919.56	$ 7,912.81	$ 9,793.55	$ 10,662.95	$ 9,613.12	$ 5,910.35	$ 2,656.07
Student Assist	$ 1,087,305.97	$ 1,226,658.21	$ 1,654,270.67	$ 1,823,102.67	$ 2,312,772.70	$ 2,655,088.69	$ 2,617,599.71
Federal Work Study Match	$ 57,838.26	$ 48,163.02	$ 62,857.20	$ 45,812.13	$ 47,112.86	$ 47,263.54	$ 49,274.00
Non-Resident Scholars/Early Scholars Discount	$ 25,058.40	$ 5,660.00	$ -	$ -	$ -	$ 30,917.24	$ 11,378.10
Tuition Discounts - Post	$ -	$ -	$ -	$ -	$ -	$ 13,406.24	$ 17,752.60
SPS Tuition Reimbursements	$ 11,240.76	$ 12,174.68	$ 12,848.57	$ 12,756.93	$ 22,431.38	$ 4,550.47	$ 18,207.00
SPS Dependent Tuition Reimbursements	$ 2,849.87	$ 3,011.79	$ 3,854.34	$ 5,914.04	$ 4,045.86	$ 3,051.15	$ 2,575.20
CN Tuition Reimbursements	$ 18,766.11	$ 24,802.78	$ 32,825.68	$ 39,842.25	$ 65,449.53	$ 55,426.75	$ 42,533.58
CN Dependent Tuition Reimbursements	$ 11,250.69	$ 13,536.39	$ 19,689.45	$ 23,679.12	$ 24,234.80	$ 21,663.16	$ 18,777.50
Veteran Yellow Ribbon	$ -	$ -	$ -	$ -	$ -	$ -	$ 48,927.51
Other Veteran Institutional Support	$ -	$ -	$ -	$ -	$ -	$ -	$ 45,422.70
Total	**$ 3,693,495.35**	**$ 4,699,869.74**	**$ 5,796,438.36**	**$ 7,161,606.42**	**$ 8,451,973.50**	**$ 8,602,820.71**	**$ 11,115,061.95**
Source: CMU Banner.							

3. Several years ago, the Colorado Legislature gave flexibility to institutions of higher education to set your own tuition costs (S.B. 10-003). What is your opinion of this statute and is it time for change?
   CMU does not support a change in this statue. CMU, like every institution, is both similar and different from its higher education sister institutions, each serving its particular mission on behalf of Colorado. A 9% increase in tuition at one intuition, when converted to dollars, can be vastly different than at another institution. We believe there is strength in diversity – both individual and by institution. ***Moody's Credit agency affirmed that the greatest "difference maker" at CMU has been a governing board solely dedicated to CMU and whose undivided attention is on the institution.*** *Governing board members are appointed by the Governor and approved by the State Senate. They are the best and brightest individuals who give up their time to serve at no compensation.* ***According to the National Center for Higher Education Management Systems Colorado produces undergraduate degrees at a lower cost per degree than any other state.***[5] *We believe the Governing Board's involvement and judgment is instrumental in this trend and their judgment should prevail. As evidence,*

[2] Source: CMU Financial Aid.
[3] Source: CMU Financial Aid.
[4] Source: CMU Office of Institutional Research.
[5] Source: National Center for Higher Education Management Systems.

CMU's tuition and fee increase over the past three years is less than 5% despite material reductions in state funding per resident FTE – although the Board has the flexibility to raise tuition and fees up to 9%, or even higher, if they choose to amend the university's Financial Accountability Plan (FAP) with CCHE.[6]



4. What recommendations do you have for the Joint Budget Committee and the General Assembly to make the funding for higher education more equitable across institutions?
   This is not a question that can easily be answered. Each institution has its own role and mission. Each, for the most part, serve different student demographics and are dispersed geographically across the state in different communities. We do not think the state can just do a "U" turn on how institutions are currently funded without major impacts to some institutions– particularly after the economic "roll-coaster" ride the state and institutions have experienced over the past five years. CMU does absolutely believe that enrollment growth, both system-wide, and at each intuition, should be a factor in funding appropriations – which over the past few years has been at least somewhat factored into higher education funding models – both to determine cuts or increases. Further while arguments can be made for higher funding levels for a variety of factors (level of student preparation, research, size) arguably the most equitable approach would be to fund all institutions at the same level per student.

[6] Source: Colorado Long Bills, CMU Office of Institutional Research and CMU Budget Office.

5. How does your institution define “need based aid”, “merit based aid”, and “work study”? Do you have a position on the staff recommendation to clarify financial aid statutes?
CMU defines "need based aid" as aid awarded that fulfills a documented financial need of any amount.

"Merit based aid" is awarded based upon the level at which a student excels. It is awarded both on academic “grade point average” (GPA) but also when one excels in in their particular field such as performing arts e.g. theatre, dance or athletics or a particular skill like welding or culinary arts.

CMU defines “work study” as any student employment funded from state, federal or institutional means that covers wages received by students to assist in covering their educational costs, preferably giving them experience in their field of study.[7]

Tuition Increases: Cost Drivers

6. What does it cost you to educate a student? Is your tuition above or below that amount?
For FY 2013, the cost to educate a student was $313.42 per credit hour while resident undergraduate tuition was $203.41 per credit hour. For FY 2014, the cost to educate a student per credit hour is estimated to be $348.64 while resident undergraduate tuition in FY2014 is $214.60 per credit hour.[8]

7. If tuition were lowered would more students come? Would it increase overall revenues if tuition were less? What is the breakeven point?
CMU does not believe that lowering our tuition will have an appreciable impact on our recruiting efforts in terms of volume. Prospective students and their parents already know that CMU provides a very good value. CMU believes this might even have a negative impact, making CMU’s perception of quality could be questioned. However, CMU still strives to keep our increases as close to the consumer price index as possible to reinforce the message that we are efficient and a great value. To answer our breakeven point, see the answer to question #6 above.

8. Since FY 2000, how have your operations costs increased and by what percentage? Please describe reasons for operational cost increases.
Operational costs have increased 138% since FY 2000. The largest of these investments consisted of: a $25,425,038 increase in instruction, academic support and student services, a $9,416,923 (555%) increase in scholarships and institutional financial aid, (includes all of CMU’s student aid including the MavWorks work study program),and a $5,264,790 increase in facilities operational costs. The main reasons for these increases in operational costs are a 35% cumulative inflation rate, a doubling of student enrollment, the increase in campus size and facilities, the investment in the care and maintenance of these state assets and major

[7] Source: CMU Financial Aid.
[8] Source: CMU Budget Office.

investments in technology. With all of these factors, CMU is arguably educating students more efficiently today than in FY 2000.[9]

9. For institutions of higher education that are in rural areas of the state, are there increased operational costs? Please explain.
   This is a difficult question to answer not fully knowing the cost drivers and economies of scale in other geographic communities. We can tell you that CMU is constantly working to control costs and add value. To a large extent, markets drive our costs, but we make it our top priority to invest in attracting and retaining the best people for our students and the state of Colorado. We also work very diligently to create a competitive environment for all of our support services which is reflected in our cost per student being basically flat in inflation adjusted dollars over the past ten years.

10. Since 2000, please provide a breakdown of your administrative costs and the percentage of annual increases.
    Institutional support is less than 7% of CMU's total FY 2014 operational costs. Of the total operational increases from FY2000 to FY2013, administrative costs only accounts for 8% of the total increase.[10]

11. Please provide a breakdown of the salaries for administration positions, faculty, etc.
    The average salary per administrative employee FTE is $57,353; the average salary for full time tenure/tenure-track faculty is $61,988; the average salary for full time faculty (includes full time instructors) is $59,315 (FY14 base salaries).[11]

12. What is the percentage of full time faculty vs. adjunct faculty?
    Based on number of credit hours taught, in FY2013, 73% of CMU course credit hours were taught by full time faculty, while 27% of course credit hours are taught by part time faculty. This is somewhat atypical based on historical numbers which reflect adjuncts generally teach around 25% of academic instruction. The reason for this rise is as enrollments continue to grow it takes time to search and hire full time faculty – yet, new students need to be served. As an example, CMU currently is currently conducting 18 full time faculty searches. Plus, we view adjuncts as a strength because they bring unique expertise credentials and practical experience that complements our academic programs.

13. What is the ratio of students per faculty member at your institution of higher education?
    CMU averages 24 students per faculty member which is higher than optimum and we anticipate drawing this ratio down as we successfully recruit and hire more faculty.[12]

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[9] Source: CMU Budget Office.
[10] Source: CMU Budget Office.
[11] Source: CMU Budget Office.
[12] Source: CMU Office of Institutional Research.

14. What is the ratio of student tuition increases in comparison to salary for administration, faculty and other staff?
The average resident undergraduate tuition rate and fee increase over the last three years has been less than 5%. The average cost of living salary increase over the same three years has been 2.87%.[13] *Much of the difference between these two percentages over the past few years has come from maintaining the state's physical assets and increasing spending on student services – particularly financial aid, tutoring and advising.*

15. How will the Affordable Care Act decrease health care costs for employees? Does your institution of higher education anticipate long-term savings? If so, please explain.
While implementation of the ACA is in its early stages, thus making it difficult to predict the full effect of the Act, our experience so far predicts it is unlikely to decrease health care costs for employees. While certain preventive services and prescriptions are "free" to the patient, the cost has been passed on to CMU in the form of higher premiums. As an example, this calendar year, 2013, CMU has been charged $75.00 per subscriber for ACA costs and fees by our provider who has passed them on to us. Additionally, our health insurance renewal for 2014 included an additional 2.46% increase in premiums attributed solely to ACA fees, for a yearly cost increase of $306 per employee – approaching a cost of nearly $200,000. With employees' contribution being more than 35% of the total cost of their health care benefit, they too are being financially impacted.[14]

Further, if we should fail to offer health coverage to 95% of our eligible employees (we do not expect to fail) and one of those employees receives a premium tax credit in the exchange, CMU would be penalized $2000 x the number of full time employees. With 650 fulltime employees, the penalty would be $1,300,000. It is therefore imperative that we track all employees differently than we currently do (complicated with part time employees and adjunct faculty who, during the course of a year, may move from less than thirty hours a week to more than thirty hours per week – the threshold to be eligible for health care benefits). This more intense tracking will increase administrative costs.[15]

Also, in Mesa County, individuals will pay more in the exchange than those in some other parts of the state. (See table below.) The same is true for mountain areas and outlying eastern and western locales.

Location	**Provider**	**Deductible on lowest cost plan**	**Lowest cost plan**[16]
Vail	Anthem	5000/10000	$821.06
Durango	RMHP	6300/12600	$628.60

[13] Source: CMU Budget Office.
[14] Source: CMU Human Resources.
[15] Source: CMU Human Resources.
[16] Lowest Cost Plan for single coverage for person born June 1954, no tobacco use, in locations noted. Source: https://www.healthcare.gov/.

Steamboat	RMHP	6300/12600	$628.60
Sterling	Colo Health Op	5500/11000	$545.76
Grand Junction	RMHP	6300/12600	$513.83
Limon	Colorado Choice	5000/10000	$483.88
Pueblo	Kaiser	5000/10000	$455.10
Colorado Springs	Kaiser	5000/10000	$417.17
Denver	Kaiser	5000/10000	$379.25
Aurora	Kaiser	5000/10000	$379.25
Greeley	Kaiser	5000/10000	$360.29
Fort Collins	Kaiser	5000/10000	$360.29

Workforce Needs and Employment After Graduation

16. Please provide information regarding what your institution of higher education is currently doing to ensure job placement.

CMU prepares students with the knowledge and skills required for a program of study and offers support services that can enhance a student's marketability for employment. Among these services are:

- *CMU's faculty members routinely provide students with information about their major. Because at least half of the full time faculty members bring professional experience from a career prior to joining the university, they are well-versed on the type of preparation students need for employment at the time of graduation.*
- *Nearly all majors require some type of "applied" experience or practical application in the major, such as completion of an internship, clinical placement, or student teaching assignment. These experiences often lead to initial employment as employers can "test" these temporary hires.*
- *All program sheets not only identify the academic requirements that must be completed to earn a degree but also include a section "what you can do with this major." Thus CMU students receive information about the types of employment they are prepared for prior to selecting a major.*
- *Multiple times each semester, staff in the Office of Career Services post openings through various campus outlets, update resources on its website, schedule career fairs for potential employers, offer resources that assist students in identifying major and career interests, and conduct workshops that range from resume writing to interview skills to job seeking strategies.*

That said, the university cannot ensure placement for a variety of reasons. First, a field of study may or may not correlate with a specific major selected by the students (e.g., completion of a nursing vs. English program). Second, the university has no control over position availability that companies have. Finally, a student can be seeking to upgrade their skills and not complete; rather they may be working toward promotion at their current place of employment.

17. Once students graduate from your institution of higher education, what is the percentage that use their degree to find employment?

Tracking students to collect information about their post-graduation activities is an expensive *process that CMU does on a limited basis. CMU follows up with graduates at two points. The first is approximately a week before graduation, and the second, a survey is sent to program completers as part of each program's review process which occurs over a six-year cycle. On CMU's most recent Program Review Data, 70.1% of CMU graduates among known programs held jobs relevant to their degree.*[17]

18. What is the average wage of your graduates?
    Because CMU's graduates range from those completing a one-year technical certificate to a four-year baccalaureate degree, a meaningful average wage cannot be calculated. However, students receive a self-reported survey at the time of graduation. For 2012-13, graduates median annual base salary had a range of $30-50K depending on the level of certificate or degree and the related academic discipline. [18]

19. If a graduate has a difficult time finding employment, what resources are available to him / her through your institution of higher education to find a job? What are the success rates of this effort?
    CMU's support is not limited to recent graduates. Alumni can access all career services at any time at no cost, with the exception of Optimal Resume, which is a service CMU has to pay for.

20. What efforts is your institution undertaking to receive input from Colorado businesses to prepare graduates that meet their workforce needs? How often do the Colorado businesses that you work with actually hire your graduates?
    With a unique role and mission focused on graduate, baccalaureate, career and technical training, Colorado Mesa University is committed to including Colorado employers in the development and maintenance of new and existing academic programs at every level. A primary mechanism for this engagement is a series of advisory committees across academic programs designed to connect employers with university personnel on a regular basis to discuss curriculum needs, program needs, workforce needs, and the like. In addition to program specific advisory committees, Colorado Mesa University also relies upon long-standing relationships with employers throughout our region and state to connect students and graduates with relevant internships to prepare them for careers in their respective fields.

    While job placement "within relevant fields" can be difficult track at liberal arts institutions, recent data for Colorado Mesa University graduates by program based on Program Review Data, is as follows:

[17] Source: CMU Office of Institutional Research.
[18] Source: CMU Office of Institutional Research.

Program[19]	Placement Rate	Graduate School
Accounting	81.8%	18.2%
English	50.0%	50.0%
Music	75.0%	0.0%
Art	75.0%	0.0%
Computer Science	62.5%	12.5%
Graphic Design	100.0%	0.0%
History	55.6%	66.7%
Mass Communications	30.8%	7.7%
Theatre	50.0%	0.0%
Culinary Arts - AAS	100.0%	N/A
Math	50.0%	33.3%
Business Administration	81.8%	12.1%
MBA	100.0%	N/A
Liberal Arts	80.0%	20.0%
Psychology	33.3%	33.3%
Sociology	85.7%	14.3%
Spanish	0.0%	0.0%
Teacher Education	92.3%	23.1%
Total	**70.1%**	**20.3%**

Student Loans

21. What is the loan default rate of graduates of your institution? If high, what steps are you taking to address it?
    Foremost, one needs to take into account that institutions do not determine federal loan eligibility or the amount a student can borrow, institutions do not serve or collect the loans and the default rate is based on only those who graduate. To further remove any perceived transparency of the meaningfulness of this statistic, a student with very high loans from another institution who transfers and carries with them those previous high loan amounts from other institutions is factored into the new institution's loan rate and unfortunately can impact the default rate. We absolutely agree a debate on the benefits and harm of student loans should be a very high priority at the highest legislative levels – both state and federal. We are doing are best to counsel and underwrite the costs to educate students (see financial aid table with question #2 above).

    The Cohort Default Rate for Colorado Mesa University is 12%.[20] *To address concerns over*

[19] Source: CMU Office of Institutional Research. These two columns are not mutually-exclusive. Graduates can attend graduate school while holding a job in their field.
[20] Source: http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr2yr.html.

student borrowing and default rates, the university hired a financial literacy and debt management counselor in May 2012 with specific responsibilities to:

- *Reduce the default rate on direct loans and Perkins loans as compared with prior years;*
- *Reduce private loan borrowing;*
- *Monitor overall student indebtedness with a target goal of decreasing amount borrowed;*
- *Monitor use of alternative funds (e.g. scholarships, MavWorks (institutional work-study program), federal work-study, Colorado work-study);*
- *Work with and support the CMU Foundation to increase alternative funds for students.*

CMU strategies being implemented to reduce default rates include:

- *Educating students in degree selection and reasonable salary expectations;*
- *Teaching life skills (budgeting, credit, etc.);*
- *Communicating with students;*
- *Notifying students of loan limits and expected repayment amounts;*
- *Contacting students before default and informing them of its consequences;*
- *Continuing communication with students after graduation.*

Additionally, faculty members in the Department of Business offer a three-credit-hour course on BUGB 249 (Personal Finance) open to all students. The goals of the course are to develop student financial and economic literacy so as to improve decision-making in the context of personal budgeting and to develop a personal financial plan that includes consumer credit, taxes, home purchase and interest rates.

The success of these efforts is being measured by tracking student indebtedness and use of alternative funds and then comparing data to those for previous years. Finally, the CMU financial aid staff members also have begun reaching out to high school students through presentations at local schools to educate potential student on costs prior to their enrollment.

In fall 2013, an additional course was piloted with provisionally-admitted baccalaureate-seeking students. As part of Higher Success Skills (SUPP 100), students will not only develop an academic success plan, but they also complete finance-based activities that assist them in projecting earnings for their majors upon graduation and creating a monthly budget plan. Doing so will enable them to better understand how their current decisions on borrowing affect their long-term income and expenses.

22. What is the average amount of time that it takes your graduates to repay their student loans?
Student Loans are awarded by Colorado Mesa University according to Federal Legislation and Regulations. As such, Colorado Mesa University is obligated to award the requested amount by the student up to the yearly maximum as long as the student meets the mandated guidelines. Colorado Mesa University acts as an intermediary to ensure the loan proceeds provided by the federal government are properly disbursed to the student. Repayment of the student's loan is handled by the loan servicer designated by the Federal Department of Education. There are a number of servicers that handle Colorado Mesa University's student's loans. Because Colorado Mesa University does not service these loans it is not

possible to determine the average time it takes a student to pay off his or her loan. The standard repayment length is 10 years according to federal regulation but the student may choose other repayment options. Recently, the Department of Education has strongly encouraged students to utilize the Income Based Repayment option (IBR) which calculates the payment as a percentage of yearly income. After a certain number of years, the unpaid portion of the loan is written off but counts as income for the student.

Performance: Persistence, Completion, Closing the Gap

23. Since the Lt. Governor announced the "Master Plan" for institutions of higher education, please describe the following:

 a. If applicable, has your institution of higher education reduced the amount of time to credential their graduates? If applicable, has your institution of higher education reduced the amount of time to receive a 2-year or 4-year degree? Please distinguish percentages based on demographics, underserved communities, gender, etc.
 In reviewing CMU's retention data, it is important to keep in mind that nearly 50% of CMU entering, first-time students require remediation in at least one discipline, thereby extending their time to degree. Approximately 40% of CMU students are Pell-eligible, indicating the overall socio-economic level of students served by the institution, and the university estimates that 62% are employed either full or part time while enrolled in school. CMU's overall retention rate is affected by the socio-economic level of our student body because, in many cases, students take time off to earn more money before returning to school.

 In 2010, the University designed its MAV3 program (50 Bachelor Degree fields of study), developed specifically so that, if students followed a specific set of advising requirements, they could earn a baccalaureate degree in three years. To date, only 8 students have completed a baccalaureate degree through the program. The average length of time to a baccalaureate degree for students enrolled solely at CMU (i.e., excludes transfer students) is 5.45 years which essentially has not changed for the past five years.[21]

 b. What is your institution of higher education doing to retain students? What is your retention rate? Please distinguish percentages based on demographics, underserved communities, gender, etc.
 First year retention rates for the five most recent cohorts of first time, full time, baccalaureate-seeking students are shown below, including rates

[21] Source: CMU Office of Academic Affairs.

for specific sub-population.[22]

Retained to 2nd Year	2007	2008	2009	2010	2011
# Students in Original Cohort	**689**	**731**	**964**	**1,108**	**1,288**
Total	**61.0%**	**63.2%**	**65.9%**	**64.4%**	**64.6%**
Female	64.0%	70.9%	66.9%	67.6%	67.4%
Male	57.1%	54.5%	64.7%	61.3%	61.5%
Black	70.6%	61.5%	61.5%	73.3%	44.8%
Hispanic	63.9%	61.5%	64.6%	61.9%	57.1%
Asian	60.0%	65.2%	68.4%	82.9%	75.0%
Pacific Islander					41.7%
Amer Indian	52.9%	28.6%	40.9%	60.0%	70.0%
White	61.4%	63.7%	66.2%	64.1%	66.3%
Multi-racial					60.3%
Non-res Alien	0.0%	0.0%	100.0%		
Unknown	50.0%	63.6%	70.8%	64.7%	86.7%

Colorado Mesa University pays careful attention to the retention and completion rates of its students. The Board of Trustees, President's Office, the Vice President for Academic Affairs, and other administrative staff receive regular updates on these rates, and the university has responded by implementing programs and methods to help students continue and complete their education at CMU. Particularly noteworthy are the following efforts undertaken to increase the likelihood of student success over the past three years:

- *Articulating and implementing student retention strategies by all academic and administrative units, documenting the on-going attention given to this priority; the importance of this effort is reflected in the University's strategic plan and its performance contract with CCHE in addition to the continued monitoring of the success of these efforts;*
- *Creating the Office of Student Success and substantially increasing the use of academic and student support services by students that include Tutoring, Advising, Advising, Mentoring, Career Services;*
- *Implementing 14 recommendations related to admissions, assessment, advising, and enrollment from the Working Group to Improve Student Academic Success;*

[22] Source: CMU Office of Institutional Research.

- *Adding significantly to the investments in institutional financial aid (e.g., MavWorks);*
- *Increasing the admissions index for baccalaureate-seeking students and redirecting the admission of lesser-prepared students through the community college division;*
- *Surveying students frequently to measure student satisfaction and engagement through multiple instruments and evaluate various academic and administrative operations;*
- *Planning the delivery of courses over a two-year cycle used for academic advising;*
- *Expanding the availability of academic support, co- and extra-curricular activities, and student services;*
- *Enhancing the effectiveness of faculty instruction and assessment of student learning outcomes; and*
- *Collecting and analyzing an extensive amount of data related to student preparation and success that is used to evaluate projects' success and subsequent improvement. For example, the results of data mining have identified some of the factors affecting CMU student success. Other factors serving as a basis for retention analyses include: gender, living on campus, participating in intercollegiate athletics, provisionally-admitted students, admissions index, and freshmen students registering early vs. late for their initial semester. These examples illustrate the types of retention questions being asked by administrators; information is shared with internal constituents for use in assessment and planning.*

c. Does your institution of higher education experience an attainment gap? If so, what is the institution doing to remedy such issues?
See the answer to Question 23b.

<u>ASSET</u>

24. Last session, we passed Colorado Asset (S.B. 13-033) so that undocumented students are able to receive in-state tuition. How many undocumented students is your institution of higher education currently serving?
In fall 2013, CMU had 50 Asset students.[23]

[23] Source: CMU Office of Institutional Research.

11:40-12:00 UNIVERSITY OF NORTHERN COLORADO

<u>Higher Education Funding Request and Options for Statutory Change</u>

1. Please clarify your plans for tuition and fee increases in FY 2014-15.

   UNC's tuition increase will certainly be under the agreed-upon 6% resident undergraduate rate increase. In the past two years, resident undergraduate tuition has increased 3% and 5%. We have historically increased fees at approximately CPI and anticipate a similar increase for FY 2014-15.

2. How will low income students fare under your plan for FY 2014-15 tuition increases and financial aid allocations?

   UNC continues to gather data and develop more sophisticated financial aid models to address affordability for both low- and middle-income students. Sufficient financial aid is a critical issue for UNC since about 40% of our undergraduate resident students are Pell-eligible or Level 1. For the last several years at least 25% of undergraduate tuition increases have been used for institutional financial aid. The additional financial aid proposed by the Governor would help us insure that low-income students would be virtually unaffected by tuition increases and allow us to continue to address affordability for middle-income students.

3. Several years ago, the Colorado Legislature gave flexibility to institutions of higher education to set your own tuition costs (S.B. 10-003). What is your opinion of this statute and is it time for change?

   UNC's Board has consistently taken a very conservative approach to price increases. Our total tuition and fees remain affordable in comparison to other Colorado universities and our national peers. Allowing our Board the flexibility to set tuition and fees is essential to taking long-term approach to improving graduation rates through investments in innovative instructional methods and programs and student support services, while also maintaining affordability.

4. What recommendations do you have for the Joint Budget Committee and the General Assembly to make the funding for higher education more equitable across institutions?

   UNC continues to believe that with limited state funding prospects, additional financial aid to the student makes good use of public funding.

5. How does your institution define “need based aid”, “merit based aid”, and “work study”? Do you have a position on the staff recommendation to clarify financial aid statutes?

Need-based aid: *College-funded or college-administered award from institutional, state, federal, or other sources for which a student must have financial need to qualify. This includes both institutional and non-institutional student aid (grants, jobs, and loans).*
Merit-based Aid: *Scholarships, grants and gifts, from institutional, state, federal, or other sources (including unrestricted funds or gifts and endowment income) awarded on the basis of academic achievement.*

Work study and employment*: Federal and state work study aid, and any employment packaged by UNC in financial aid.*

We support efforts to clarify and modernize statute to bring the law into alignment with current practice. We do not support changes that would interfere with governing boards' existing flexibility to leverage and optimize aid based on student needs at individual institutions.

<u>Tuition Increases: Cost Drivers</u>

6. What does it cost you to educate a student? Is your tuition above or below that amount?

   It costs approximately $12,000 per year to educate an undergraduate student. Our tuition ($5,748) plus COF ($1,920) for a resident undergraduate is $7,668. Fees are an additional $1,420.

7. If tuition were lowered would more students come? Would it increase overall revenues if tuition were less? What is the breakeven point?

UNC looks at both the sticker price and the discounted net price for segments of its population (by academic preparation and socioeconomic status). Generally speaking, we find that students' decision to attend is based first upon academic quality/institutional fit, and, to the extent that price is a consideration, additional financial aid (discounting) is a greater incentive to attend than lowering the sticker price of tuition.

8. Since FY2000, how have your operations costs increased and by what percentage? Please describe reasons for operational cost increases.

   - *FY2000: $121.5M*
   - *FY2013:$186.3M*
   - *53.3% increase*

Operating cost increases include greater-than-inflation annual increases in utilities, food costs, library materials, health insurance, and PERA, as well as general inflation. As discussed in question 14, UNC has invested in employee compensation at the 45th percentile of our peers. In addition changing student demographics has driven the need for more diverse student support services.

9. For institutions of higher education that are in rural areas of the state, are there increased operational costs? Please explain.

   N/A

10. Since 2000, please provide a breakdown of your administrative costs and the percentage of annual increases.

Institutional Support		% Change
2000	6,997,026	
2001	6,242,784	-10.8%
2002	9,048,830	44.9%
2003	7,427,433	-17.9%
2004	5,533,618	-25.5%
2005	6,213,142	12.3%
2006	7,759,832	24.9%
2007	9,659,058	24.5%
2008	8,576,536	-11.2%
2009	8,873,255	3.5%
2010	8,878,558	0.1%
2011	9,008,519	1.5%
2012	9,232,840	2.5%
2013	8,470,634	-8.3%

11. Please provide a breakdown of the salaries for administration positions, faculty, etc.

	FY14
Per Approved Budget:	
Faculty	42,619,570
Exempt	23,500,756
Classified	19,732,972
Subtotal Salaries	85,853,298

12. What is the percentage of full time faculty vs. adjunct faculty?

72% full time faculty

13. What is the ratio of students per faculty member at your institution of higher education?

Student to Faculty Ratio (Fall 13) = 16.67 to 1

14. What is the ratio of student tuition increases in comparison to salary for administration, faculty and other staff?

As part of UNC's multiyear planning, we are working to establish sustainable practices for providing competitive compensation to recruit and retain faculty and staff to deliver on our promise of transformative education to students. We are working to move UNC's average salaries, over the span of five years, to the 45th percentile of institutions in our identified peer group.

Fiscal Year 2013
Faculty & Exempt: 5%
Classified One-Time Performance Pay: 3%
Tuition: 3%

Fiscal Year 2014
Faculty & Exempt: 5%
Classified: 2.6%-4.0%
Tuition: 5%

15. How will the Affordable Care Act decrease health care costs for employees? Does your institution of higher education anticipate long-term savings? If so, please explain.

The Affordable Care Act has three employer based fees (Patient Centered Outcome Research Institute (PCORI) Fee, Insurer Fee, and Reinsurer Fee) that in 2014 will cost UNC $231,259. These fees are reset annually and with current participation rates in the State and Federal plans, our health care consultants anticipate an increase in the fees next year. The costs associated with the ACA increased our employees' premiums by 3.9% more than the calculated premium without the ACA fees.

Workforce Needs and Employment After Graduation

16. Please provide information regarding what your institution of higher education is currently doing to ensure job placement.

The University of Northern Colorado has implemented a number of strategies to support job placement. Below is a partial listing of these strategies:

- *Many undergraduate and graduate programs require students to complete internships or other clinical experiences. Nearly 80% of undergraduate programs offer internship or other field-based experiences for credit, with half of these programs requiring an internship or other field-based experience for graduation.*
- *Academic programs in specialized fields seek or maintain accreditation from professional organizations. Some professions require graduation from an accredited program for certification or licensure, while for others, graduation from an accredited program makes program graduates more competitive. A complete list of accredited programs is available here: http://www.unco.edu/assessment/pdf/Specialized%20Accreditation_5113.pdf*
- *Curriculum revisions and program development are implemented in response to changing requirements for entry, certification, or licensure in specialized fields. For example, UNC developed a Master of Accounting degree in response to changes in Colorado licensure requirements. The Dietetics program increased admissions requirements and changed from a BA to a BS degree to ensure that graduates of the program remained competitive for industry-required internships.*
- *UNC houses a full-service Career Services department. In the last year, the department served students and alumni through the following activities:*
    - *Individual counseling appointments with over 1500 students and alumni*
    - *Presentations in classes and other forums reaching over 4000 students*
    - *5 hiring fairs serving 1462 internship and job candidates*
    - *Serving as a clearinghouse for employers offering internships*
    - *Developing relationships with nearly 650 recruiters and over 330 organizations*

17. Once students graduate from your institution of higher education, what is the percentage that use their degree to find employment?

Based on self-reported data collected through an annual survey of 2011-2012 undergraduate degree recipients 72% of those who responded (N=346, 19% response rate) indicated they were employed in a field related to their major.

Of the 2011-2012 graduate degree recipients who responded to the survey (N = 216, 33% response rate) 92% were employed in a field related to their degree.

18. What is the average wage of your graduates?

Of those who responded to the survey, the average starting salary for undergraduate degree recipients employed full-time within 12 months of graduation was $32,729.

The average starting salary for graduate degree recipients was $40,763.

19. If a graduate has a difficult time finding employment, what resources are available to him / her through your institution of higher education to find a job? What are the success rates of this effort?

UNC's Career Services provides an extensive menu of services to current students and all alumni. These services include the following:

- *Individual career counseling*
- *Career assessments*
- *Resume writing and job search strategies, including online resume builder*
- *Online database of full-time job offerings*
- *On campus interviews with employers interested in employing UNC students and alumni*
- *Workshops and networking events*
- *Employment fairs*

20. What efforts is your institution undertaking to receive input from Colorado businesses to prepare graduates that meet their workforce needs? How often do the Colorado businesses that you work with actually hire your graduates?

The University of Northern Colorado employs numerous strategies of engagement with Colorado employers to prepare graduates that meet their workforce needs. Examples include the following:

- *The College of Natural and Health Sciences has an explicit goal to develop and implement strategies that interface education, industry, workforce, and worldwide community. Specific strategies include meeting with the Colorado Workforce Development Council, individual contacts and surveys of healthcare organizations, expanding internship placement sites, and maintaining college-level and program-specific advisory boards comprised of representatives from business and industry.*

- *The Monfort College of Business and each disciplinary area have advisory boards whose membership is comprised primarily of Colorado business leaders. The major role of these boards is to provide input on workforce needs. Faculty in the college are active in professional organizations, and regularly network with members of the business community through formal and informal communications.*
- *The College of Education and Behavioral Sciences regularly runs focus groups with principals and classroom teachers to get their perspective on the quality of UNC graduates. The college also surveys Human Resources personnel from school districts, taking particular advantage of their presence at the UNC Teacher Employment Fair. The college also gathers information from external agencies on graduate quality and the relevance of the curriculum.*
- *The College of Performing and Visual Arts has a Community Advisory Board. All three of its schools are accredited by their respective professional accreditation bodies, who establish criteria and standards relevant to the skills and knowledge necessary for professional advancement of the college's graduates. In addition, many of the faculty are professionally engaged in their respective fields in the performing and visual arts, which helps them remain current with workforce needs in those fields.*

Among respondents to the most recent alumni survey, 75% of undergraduate degree recipients were employed in Colorado. Examples of employers include Adams 12 School District, Aurora Public Schools, Bank of Colorado, Banner Health, Price Waterhouse Coopers, State Farm Insurance, and Weld County School District.

73% of graduate degree recipients were employed in Colorado. Examples of employers include Boulder Valley School District, Cherry Creek Schools, City of Aurora, Poudre School District, and North Range Behavioral Health.

<u>Student Loans</u>

21. What is the loan default rate of graduates of your institution? If high, what steps are you taking to address it?

3 Year Cohort Default Rate (FFELP/Direct)

Cohort Year/(Reported)	**UNC 3-Year**	**National 3-Year**	**Colorado 3-Year**
2009 / (2012)	7.60%	13.10%	16.90%

2010 / (2013)	7.60%	14.70%	16.20%

22. What is the average amount of time that it takes your graduates to repay their student loans?
This is not data that is collected by UNC, but the standard repayment is 10 years. Depending on the debt and repayment method selected, repayment could take up to 20 years.

<u>Performance: Persistence, Completion, Closing the Gap</u>

23. Since the Lt. Governor announced the "Master Plan" for institutions of higher education, please describe the following:

   a. If applicable, has your institution of higher education reduced the amount of time to credential their graduates? If applicable, has your institution of higher education reduced the amount of time to receive a 2-year or 4-year degree? Please distinguish percentages based on demographics, underserved communities, gender, etc.

   b. What is your institution of higher education doing to retain students? What is your retention rate? Please distinguish percentages based on demographics, underserved communities, gender, etc.

UNC has several programs in place that provide support with the goal of retaining students. Many of these programs serve targeted at-risk populations, and will be discussed under item (c). The most recent activities that a campus-wide scope are:

- *Our participation in the Student Success Collaborative, a nationwide initiative of the Education Advisory Board. This collaboration will provide the institution with sophisticated analytics that provide "early warning" opportunities for data-informed advising interventions, including opportunities to compare a student's academic achievement profile to majors that are a good "fit." The program is being piloted in Spring 2014 with a small number of targeted programs, and will roll out to the whole campus in the following year;*
- *the implementation of a user-friendly degree audit tool. To allow academic advisers and students to plan a clear path to graduation.*
- *the renewability of several scholarships that were formerly one-time awards, thus eliminating one financial barrier to retention.*

- *Joint UNC-City of Greeley initiatives, including the "University District" undertaking, that connect the campus to the city and promote "student-friendly" practices in the local community.*

Our overall retention rate (Fall 2012-Fall 2013) is 66.2%. A more detailed retention rate by demographics:

- *Male American Indian or Alaska Native 66.67%*
- *Male Asian 41.67%*
- *Male Black or African American 62.50%*
- *Male Hispanic or Latino 60.76%*
- *Male Multiracial 58.97%*
- *Male Native Hawaiian or Other Pacific Islander 100.00%*
- *Male Non-U.S. Citizen 66.67%*
- *Male Unknown 63.16%*
- *Male White 62.23%*
- *Female American Indian or Alaska Native 33.33%*
- *Female Asian 77.78%*
- *Female Black or African American 56.86%*
- *Female Hispanic or Latino 70.19%*
- *Female Multiracial 62.96%*
- *Female Native Hawaiian or Other Pacific Islander 50.00%*
- *Female Non-U.S. Citizen 80.00%*
- *Female Unknown 58.62%*
- *Female White 70.04%*

[Please note that some of the rates (e.g. Native American/Alaskan Native) are skewed because they reflect very small student populations. Among our under-represented population, Hispanic students represent the largest group, at 17.2% of the total population as of Fall 2013 Census.]

c. Does your institution of higher education experience an attainment gap? If so, what is the institution doing to remedy such issues?

UNC does experience some attainment gaps. The first of these is for academically underprepared students who are also low-income (Pell recipient). Compared to the institutional retention rate of 66.2%, Pell students with sub-93 index scores (i.e. window admits) have a Fall-to-Fall retention rate of 54.8%, and Pell students with indices of 94-99 have a rate of just under 59%. This retention issue translates into depressed graduation rates:

whereas UNC has an overall six-year graduation rate of 46.3%, students with sub-99 indices have a graduation rate of 35%. To address this issue, UNC has begun using (for Fall 2013 entering freshmen) an instrument called the Insight Questionnaire, which was developed at the University of Oregon. This instrument measures non-cognitive features such as resilience, as predictors of greater likelihood of persistence. Our goal is to be more selective within the "window" population, not by changing our standards, but by enrolling those students who give evidence of having the tools to help them overcome the barrier of poor academic preparation. Secondly, we are developing more supportive structures for gateway Math and English courses, beginning with better diagnostics in the placement process and moving toward targeted Supplemental Academic Instruction. We anticipate that many of these structures will be in place in the Fall of 2015.

UNC is also experiencing an attainment gap with respect to underserved students. Against our overall six-year graduation rate of 46.3%, our Hispanic student graduation rate for the most recent cohort (entering Fall 2007) is 37.6%, our African-American graduation rate is 21.8%, and our low-income (Pell-recipient) rate is 37%.

In addition to the campus-wide retention and success initiatives outlined in item (b) above, UNC is doing several things specifically to address these disparities in attainment:

1. *Our partnership with the Denver Scholarship Foundation provides both incentivized scholarship funds and intensive academic coaching for a population of 300-325 made up of predominantly low-income and under-represented minority students. We have maintained retention rates for participating students at or above our target of 85%, and will be taking in progressively larger cohorts over the next few years.*
2. *Our Student Support Services grant program (Center for Human Enrichment) provides academic and other support, including advising, tutoring, counseling, and supplemental instruction to 200 students who meet TRiO criteria (low-income, first-generation, under-represented minority). For several years this program's retention rates have been significantly above the overall institutional rate, with an 88% year-to-year persistence rate.*
3. *UNC's Academic Support and Advising office has instituted weekly hours in our four cultural centers, to provide enhanced academic advising and to "bridge" any barriers that might be experienced by*

students of color who participate in the activities of the cultural centers.

4. *In Fall 2014 the Cultural Centers will begin participating in an early alert program designed to connect for first-year students of color and window-admits, with student-support resources on campus.*

<u>ASSET</u>

24. Last session, we passed Colorado Asset (S.B. 13-033) so that undocumented students are able to receive in-state tuition. How many undocumented students is your institution of higher education currently serving?

Information provided by DHE, December 2013- 6 ASSET students have received COF to date.

12:00-1:30 LUNCH

1:30-1:50 METROPOLITAN STATE UNIVERSITY OF DENVER

<u>Higher Education Funding Request and Options for Statutory Change</u>

1. Please clarify your plans for tuition and fee increases in FY 2014-15.

   <u>Tuition</u>
   Metropolitan State University of Denver (MSU Denver) has an approved Financial Accountability Plan (FAP), which allows MSU Denver's Governing Board to increase the tuition for the next two fiscal years up to 9%. However, based on the Governor's proposal, MSU Denver is considering a resident undergraduate tuition increase of 6%. MSU Denver needs to complete a more in-depth analysis to fully understand our needs for the next fiscal year.

   <u>Mandatory Fees</u>
   Currently, the estimated fee increases are mainly limited to CPI adjustments for two of the mandatory fees. This will be a total estimated increase of $7.30 per academic year for a student taking 30 credit hours.

   The table below summarizes the total estimated tuition and fee increases per above information for a student taking 15 credit hours each semester and benefiting from the current tuition window between 12 and 18 credit hours:

	Cost to student with potential tuition increase of 6%			
	FY2013-14	Estimated FY2014-15	FY2013-14	Estimated FY2014-15
	Semester		Academic Year	
At 15 Credit Hours				
Est. Tuition	$ 2,345.40	$ 2,485.80	$ 4,690.80	$ 4,971.60
Est. Mandatory Fees	$ 526.46	$ 530.11	$ 1,052.92	$ 1,060.22
Total	$ 2,871.86	$ 3,015.91	$ 5,743.72	$ 6,031.82
$ Change		**$ 144.05**		**$ 288.10**
% Change		**5.02%**		**5.02%**

2. How will low income students fare under your plan for FY 2014-15 tuition increases and financial aid allocations?

   Anticipating a 6% tuition increase in 2014-15, our lowest income students would be provided financial aid to cover tuition, fees and books without the need for loans.

3. Several years ago, the Colorado Legislature gave flexibility to institutions of higher education to set your own tuition costs (S.B. 10-003). What is your opinion of this statute and is it time for change?

   MSU Denver believes that this flexibility should be extended to allow more responsibility and accountability to Colorado Institutions of Higher Education. This bill was an important tool for MSU Denver to manage our vital funding needs through the recovery from the recession. MSU Denver periodically completes self-imposed program reviews, self-studies, and self-regulations to ensure our full commitment to the success of our student population. The Flexibility bill allows us to strive for the best business practices to ensure that our resource distribution and spending are aligned with our targeted performance outcomes.

   Nationally, there have been concerns about the rise of tuition and fees for public institutions, and the cost of higher education. While MSU Denver had to raise its tuition and fees over the past several years, the university has been able to maintain its accessibility by increasing efficiency and providing institutional financial aid. The university has also explored additional revenue sources including public/private partnerships, such as the new Hotel and Hospitality Learning Center (HLC).

   As national and state resources decline, public institutions of Higher Education need to stay competitive, and as a nation we need to continue to increase access to higher education for as many individuals as possible. The increased number of well-educated individuals in the state leads to prosperity and boosts the economy. Allowing public institutions of higher education *to conduct their affairs in ways that are tailored to each of their specific visions, similar to an enterprise business, will result in stronger business decisions and financial sustainability.*

4. What recommendations do you have for the Joint Budget Committee and the General Assembly to make the funding for higher education more equitable across institutions?

MSU Denver recommends the following principles to be included in Colorado's Higher Education funding formula:

- *Equity in the state's support per student by its sector – community college, four-year comprehensive and research universities, with no institution within a sector receiving one standard deviation above or below the sector average.*

- *A funding component that addresses the state's goals for retention and graduation of historically underrepresented populations by recognizing those students may require more intensive support services in the first two years. This would be similar to the concept applied in Proposition 66 for K-12 schools.*

- *Consistent application of enrollment adjustments up or down. Institutions would be permitted to have a one-percent variance before positive or negative enrollment adjustments are made.*

- *Equity funding should be phased in so that by the time the performance contract threshold is achieved, base funding equity among institutions within a sector will have been realized.*

5. How does your institution define "need based aid", "merit based aid", and "work study"? Do you have a position on the staff recommendation to clarify financial aid statutes?

<u>Definition of "need based aid"</u> – Aid that is awarded to students as determined by the expected family contribution on the FAFSA.

<u>Definition of "merit based aid"</u> – Aid awarded to students based on academic factors such as academic major, GPA, enrollment and completion rate. Institutional funded scholarships will be awarded to students who are classified as Colorado Residents for tuition purposes.

<u>Definition of "work study"</u> – students working a job approved thru Human Resources for work study funds.

The state guidelines for the state need based grant, merit and work study give sufficient definitions/regulations for Financial Aid offices in the state to follow. We are unsure as to the *need to change or make more restrictive any definitions. State aid currently only goes to students who are Colorado residents and qualify for aid under federal and state guidelines.*

Tuition Increases: Cost Drivers

6. What does it cost you to educate a student? Is your tuition above or below that amount?

   Per Fiscal Year 2012-13 MSU Denver Financial Statements and total student FTE, cost per FTE equals $9,030. This cost includes all services essential to our students and are partially paid for through Auxiliary funds. Our current fiscal year tuition rate of $4,690.8 for a resident undergraduate student taking 30 credit hours in one academic year is below this cost.

7. If tuition were lowered would more students come? Would it increase overall revenues if tuition were less? What is the breakeven point?

   MSU Denver in the last couple fiscal years has experienced slight enrollment shortfalls that are mainly the result of the post-recession economy. Since MSU Denver already has the lowest tuition and fees among Colorado institutions of Higher Education, lower tuition rate, with the absence of state funding, would create adverse results. Lowering tuition may create the opposite effect and lower the enrollment, as there maybe concerns regarding the quality of the education experience for students. It is difficult to establish a direct relationship between tuition increases and enrollment while we are still in post-recession years. MSU Denver has a diverse student population and the largest number of lower income students. Therefore, providing appropriate financial aid has been a key goal for the University to maintain accessibility while state support has declined.

8. Since FY 2000, how have your operations costs increased and by what percentage? Please describe reasons for operational cost increases.

   Increases are mainly related to the CPI, new full time faculty, and personnel due to 28% enrollment increases since 2000, health insurance, cost of technology and instructional space needs. The table below shows the percentage of increases for total operational expenses:

	MSU Denver	
	Operating Expenses	Percent Increase/ (Decrease)
FY00	109,653,540.00	-
FY01	108,585,496.00	(1.0%)
FY02	102,206,899.00	(5.9%)
FY03	107,169,459.00	4.9%
FY04	103,869,968.00	(3.1%)
FY05	107,176,979.00	3.2%
FY06	107,881,811.00	0.7%
FY07	116,530,994.00	8.0%
FY08	124,622,768.00	6.9%
FY09	134,634,390.00	8.0%
FY10	138,186,826.00	2.6%
FY11	149,568,170.00	8.2%
FY12	151,491,262.00	1.3%
FY13	160,510,967.00	6.0%

9. Since 2000, please provide a breakdown of your administrative costs and the percentage of annual increases.

   The table below has the total administrative cost and the percentage increases:

	MSU Denver			
FY	Institutional Support	Academic Support	Total Administrative Expenses	Percent Increase/ (Decrease)
FY00	8,657,268.00	9,957,779.00	18,615,047.00	-
FY01	9,177,403.00	10,428,200.00	19,605,603.00	5.3%
FY02	9,156,066.00	9,937,164.00	19,093,230.00	(2.6%)
FY03	9,481,652.00	10,027,303.00	19,508,955.00	2.2%
FY04	8,429,758.00	8,451,183.00	16,880,941.00	(13.5%)
FY05	9,040,134.00	8,308,226.00	17,348,360.00	2.8%
FY06	10,147,251.00	8,200,404.00	18,347,655.00	5.8%
FY07	13,006,385.00	8,765,196.00	21,771,581.00	18.7%
FY08	13,425,560.00	10,943,404.00	24,368,964.00	11.9%
FY09	15,371,446.00	9,672,244.00	25,043,690.00	2.8%
FY10	14,714,941.00	9,687,612.00	24,402,553.00	(2.6%)
FY11	15,782,608.00	9,814,762.00	25,597,370.00	4.9%
FY12	13,729,183.00	10,485,609.00	24,214,792.00	(5.4%)
FY13	14,335,136.00	13,898,702.00	28,233,838.00	16.6%

Important Notes:

a- MSU Denver is including Institutional and Academic Support, as part of the total Administrative Support. These functions include expenses, such as library, a portion of our payment to AHEC, computing, and administration.

b- For the above numbers the main increase in Academic Support from FY12 to FY13 is the result of reallocating Information Technology and Educational Technology expenses from Instructional category to the Academic Support category based on a current review of the department's function.

10. Please provide a breakdown of the salaries for administration positions, faculty, etc.

			Salary 2013-14
All Funds			
		Faculty	31,319,220.00
		Vacant Faculty	6,535,922.00
		Summer Faculty	2,155,363.00
		Part-time Faculty	9,339,490.00
		12-Month Faculty	553,638.00
		Contract Administrator Personnel	26,418,354.00
		Classified Support Personnel	12,843,397.00
		Total Salaries for FY13-14	**89,165,384.00**

11. What is the percentage of full time faculty vs. adjunct faculty?

For FY 2012-13 we had 56.2% of the faculty FTE taught by full-time faculty and 43.8% by adjunct faculty.

12. What is the ratio of students per faculty member at your institution of higher education?

For FY 2012-13 we showed a 19.3 student to faculty ratio.

13. What is the ratio of student tuition increases in comparison to salary for administration, faculty and other staff?

This comparison can be misleading considering that today over two thirds of MSU Denver's operating expenses are supported by tuition revenue. In other words, the tuition revenue pays for $2 of every $3 in operating expenses.

The following table shows the ratio of student tuition increases in comparison to salary increases for five fiscal years:

Fiscal Year	% Tuition Increase	Additional Revenue from Tuition Inc.	% Fac. Inc.	% Admin. Inc	% Classified Inc.	Total Salary Increases	Salary % of additional Rev	Notes
FY09-10	9.00%	4,699,407	0.00%	0.00%	0.00%	122,311	2.60%	No Mass increases just Rank, Merit, and Equity Adjustments
FY10-11	9.00%	5,539,045	2.00%	0.00%	0.00%	687,945	12.42%	
FY11-12	22.60%	14,637,756	2.00%	2.00%	0.00%	972,089	6.64%	IT, Internet, and Registration fees were converted to tuition & are included in the 22.6% increase.
FY12-13	13.00%	11,228,728	3.00%	2.00%	0.00%	1,491,274	13.28%	
FY13-14	9.00%	7,454,008	3.00%	2.00%	2.00%	1,890,170	25.36%	Lower tuition increases, therefore, higher rate. Plus Classified increases that includes a mass increase of 2%.

14. How will the Affordable Care Act decrease health care costs for employees? Does your institution of higher education anticipate long-term savings? If so, please explain.

We do not anticipate the ACA will decrease health care costs; on the contrary, we anticipate that the costs will increase, possibly significantly for the following reason:

- *Under ACA, we are required to increase the type of coverage offered to our employees by including benefits and coverage that were not previously mandated, such as wellness for prenatal care.*
- *We will have to provide coverage to individuals who we have not had to provide coverage to in the past based on the requirement to cover employees who work 30 or more hours per week on average.*
- *We have incurred additional expense due to the fact that we are now having to track the number of hours being worked by our employees, which resulted in us having to hire a full time employee dedicated to tracking the hours.*
- *We anticipate the employer mandated fees will add an additional 9% to our total premium costs which will have to be paid by the employer and cannot be passed on to the employee in part or in entirety.*

<u>Workforce Needs and Employment After Graduation</u>

15. Please provide information regarding what your institution of higher education is currently doing to ensure job placement.

Below is a summary of job search services provided by the Office of Career Services:

Career & Job Search Preparation
Purpose: Help students gain knowledge about themselves & careers, prepare students for the job search
Services & Programs:

- *Individual career counseling appointments & walk-ins*

- *Employment workshops (Job Search, Interviewing, Resume Writing)*
- *Occupational research tools (Choices Explorer, ONet Online, Occupational Outlook Handbook, Career Library, Career Services website)*
- *Online Career Videos*
- *Networking Workshop*
- *Graduate School Workshop*
- *Fast Track Career Program (week-long series of messaging and workshops for graduating seniors)*

On-Campus Recruiting
Purpose: Connect students with recruiting resources and networking opportunities
Services & Programs:

- *On-campus Interviews*
- *Online Job postings*
- *Optimal Resume (resume writing software)*
- *Career Fairs (one each semester)*
- *Employer Visit Days*
- *Employer Information Sessions & Presentations*
- *Accounting Practice Interviews*
- *School of Business Mock Interviews*

16. Once students graduate from your institution of higher education, what is the percentage that use their degree to find employment?

Using the College Measures Economic Success Measures for Colorado – MSU Denver, we saw that 31% reported earnings for graduates from 2006-07 through 2010-11. Note the percentage is of graduates with reported Colorado employment earnings meeting the 4-quarter minimum rule. These graduates are earning equal to or above the Colorado minimum wage. For the state of Colorado overall we see that approximately 26% of all college graduates (61,800) have Colorado employment earnings.

17. What is the average wage of your graduates?

Using the College Measures Economic Success Measures for Colorado – MSU Denver, our first year earnings median is $38,547 for a bachelor degree.

18. If a graduate has a difficult time finding employment, what resources are available to him / her through your institution of higher education to find a job? What are the success rates of this effort?

The MSU Denver Alumni Association offers a comprehensive suite of career services to alumni. This includes a 24/7 robust career module – OptimalResume – that features resume *building, interactive interview techniques, and interview preparation. We provide personal counseling services on a limited basis ranging from the entry level job search to executive level review and assistance. The Association also provides a full series of webinars that may be viewed in real time or via the archive. On-site programming has been a feature in the last year, and we participate in the All Colorado/All Alumni Career Fair(s). Additionally, we utilize LinkedIn programming and networking to provide informal mentoring and a job board. We host and coordinate the MSU Denver Graduate School Fair in partnership with several campus offices.*

The program launched in the last year and half, so placement rates are not available. We have provided service to more than 1,200 alumni in some fashion to date.

19. What efforts is your institution undertaking to receive input from Colorado businesses to prepare graduates that meet their workforce needs? How often do the Colorado businesses that you work with actually hire your graduates?

All of the professionally oriented programs at MSU Denver bring together industry advisory councils to provide up-to-date information about trends in relevant industries and to review and provide input on curriculum. More broadly, the University has embraced partnerships with Colorado businesses from across strategic economic clusters, namely in hospitality/tourism and in aerospace/engineering, to construct not only state-of-the-art learning facilities but also new models for educating students to meet emerging needs in Colorado's key industries. For example, President Obama identified advanced manufacturing as an area needing workforce development. Local businesses and Chambers suggested we should address it specifically in aerospace since Colorado has the second largest aerospace sector in the nation and a growing need for educated workers. As MSU Denver started designing a new program in Advanced Manufacturing, meetings were immediately set up with Colorado business leaders in the aerospace sector to determine what they needed in workforce development.

Colorado businesses also play a direct role in preparing MSU Denver students for their careers after graduation by offering both paid and unpaid internships. MSU Denver has ongoing partnerships with between 500 and 600 employers who provide up to 1,000 internship placements every year, providing hands-on, relevant, opportunities for MSU Denver students to apply their learning in the professional workplace. Approximately 30% of the internships into which MSU Denver students are placed lead to full-time employment after graduation.

Additionally, the Office of Career Services solicits input from Colorado businesses on graduate preparedness in the following ways:

- *Employer Advisory Board – we have a small board of employers who meet twice a year to provide input on our campus recruiting operations and student preparedness and to connect them to the institution. Board members have included representatives from the following organizations: Arapahoe House, Charles Schwab & Co., Inc., Eide Bailly, GHP Horwath, P.C., Kasier Permanente, Mental Health Center of Denver, Wells Fargo Bank.*

- *Program Evaluations – every time the office sponsors a career fair, they ask employers to provide feedback on the event and the students they met.*

- *End-of-semester employer survey – at the end of each semester the office sends an email to all employers who recruited through the Career Services Office (job posting, career fair, campus interview, visit-day) to determine hiring outcomes and input on the event and students they met.*

<u>Student Loans</u>

20. What is the loan default rate of graduates of your institution? If high, what steps are you taking to address it?

    MSU Denver's default 2 year rate is 10.7%. We have recently signed a 3 year contract with American Student Assistance (ASA) to participate in their SALT program. This is a financial literacy program in which ASA helps the school by giving students financial literacy tips such as loan debt, money management and other life situation tips. We have established a campus wide financial literacy team with staff from all areas of campus such as Orientation, Admissions, Alumni, Registrar and Academic departments. We will be working as a team in order to develop more strategies in help with lowering our default rates.

21. What is the average amount of time that it takes your graduates to repay their student loans?

    This is an average that is unknown and not given to schools. Standard repayment is 10 years, however this is based on the debt and repayment method selected which could extend it to 20 years.

<u>Performance: Persistence, Completion, Closing the Gap</u>

22. Since the Lt. Governor announced the "Master Plan" for institutions of higher education, please describe the following:

    a) If applicable, has your institution of higher education reduced the amount of time to credential their graduates? If applicable, has your institution of higher education reduced the amount of time to receive a 2-year or 4-year degree? Please distinguish percentages based on demographics, underserved communities, gender, etc.

Regarding time to degree completion:
We are actively promoting the completion of 30 credit hours per year so students can finish their degrees in 4 years. While we have offered a tuition window for some time, we have not actively communicated the impact of students going full-time at 12 credit hours vs. 15-18 credit hours until this summer. We have created a comprehensive communications plan for students that includes a "Graduate in 4" video. New students are introduced to the concept at New Student Orientation (NSO) and sign a banner with their anticipated 4, 5 or 6 year class year (class of '17, '18 or '19). The message is reinforced by financial aid regarding the associated increases in costs in the NSO publications and presentations, and we have companion ads running in our student newspaper and our Facebook page to get the message out to currently enrolled students. The results are still in the initial stages, but MSU Denver did experience a slight increase in the average number of credit hours enrolled by students in fall 2013.

The following information is a summary of data on student performance:

FIRST-TIME FRESHMEN, DEGREE SEEKING STUDENTS (SIX-YEAR GRADUATION RATE):

- *Full-Time increased from 21.4% to 25.0%*
- *Part-Time increased from 6.5% to 7.9%*
- *Full-Time Students of Color increased from 17.0% to 24.6%*
- *Part-Time Students of Color increased from 3.9% to 4.9%*
- *Full-Time Hispanic or Latino Students increased from 13.7% to 23.6%*
- *Part-Time Hispanic or Latino Students decreased from 6.2% to 4.7%*
- *Full-Time Females increased from 24.0% to 28.6%*
- *Part-Time Females increased from 8.2% to 10.4%*
- *Full-Time Males increased from 18.6% to 20.6%*
- *Part-Time Males increased from 5.0% to 5.3%*

TRANSFER, DEGREE SEEKING STUDENTS (SIX-YEAR GRADUATION RATES):

- *Full-Time increased from 43.8% to 46.7%*
- *Part-Time increased from 26.0% to 29.9%*
- *Full-Time Students of Color increased from 36.1% to 41.0%*
- *Part-Time Students of Color increased from 24.3% to 26.9%*
- *Full-Time Hispanic or Latino Students increased from 36.1% to 43.2%*
- *Part-Time Hispanic or Latino Students increased from 25.2% to 25.5%*
- *Full-Time Females dropped slightly from 49.6% to 49.5%*
- *Part-Time Females increased from 28.5% to 30.9%*
- *Full-Time Males increased from 36.8% to 43.7%*
- *Part-Time Males increased from 22.3% to 28.4%*

b) What is your institution of higher education doing to retain students? What is your retention rate? Please distinguish percentages based on demographics, underserved communities, gender, etc.

Following are a few key examples of what we are doing to retain students:

- *Supplemental Academic Instruction: MSU Denver is the first four-year Colorado institution to be authorized to offer Supplemental Academic Instruction (SAI). The goal of SAI is to eliminate the need for remedial classes for students with limited academic deficiencies in favor of more intense mainstreamed instruction in a freshman course in Math or English plus a co-requisite section of supplemental academic support. MSU Denver is offering SAI in three foundational areas: Mathematics, English, and Reading. With the implementation of SAI, MSU Denver students who had previously been required to enroll for coursework at the community college will now be enrolled in MSU Denver college-level coursework, taught by MSU Denver faculty and enrolled with MSU Denver peers.*
- *MSU Denver has begun to implement a number of "best practices" already in place at many IHES and proven to help with retention of students. Some of them are relatively simple, as in ensuring that students take their key foundational general education courses (English, quantitative literacy, and oral communication courses) early in their college careers so that they are prepared for subsequent upper division courses. We are also implementing an "intent to enroll" fee that would apply to the tuition costs of those students who ultimately do enroll at MSU Denver so that we can plan course offerings more effectively. We have several other similar kinds of tactical practices that we have implemented in the last 2 years; it will likely take 2-4 more years before we can really have a meaningful analysis of their impact.*
  - *Gates-Funded Adaptive Learning Program: A partnership among MSU Denver, Excelsior College, University of Missouri St. Louis, AASCU (American Association of State Colleges and Universities), and Cerego (a technology vendor that develops adaptive learning software, designed to provide enhanced supplemental academic support via technology). This two-year project is focused on improving performance in both face-to-face and online learning environments among students with diverse backgrounds including ethnicity, age, and socioeconomic characteristics. In particular, we are focusing on two entry level gateway courses: Intro to Biology (BIO 1080) and Contemporary Mathematics (MTH 1080).*
  - *Gardner Institute Gateways to Completion TM Program: The John W. Gardner Institute for Excellence in Undergraduate Education (JWGI) is a highly respected organization, whose work has focused in the past on first year success programs. This year they have launched a national pilot program designed to support post-secondary institutions addressing the challenge of high student failure rates in gateway courses. MSU Denver was selected to be*

among the 12 founding institutions participating in Gateways to Completion TM (G2CTM). Our steering committee for this project will be working with course specific faculty committees on five gateway courses over the next three years including Math 1110, English 1010, CIS 1010, Nutrition 2040, and Psych 1001. This collective effort will result in the development of evidence based plans designed to improve student learning and success in these historically high enrollment, high failure rate courses.

- *The First Year Success (FYS) program offers an opportunity for all full-time, first-time-to-college students to participate in a unique educational experience. Small learning communities of 25 students are co-enrolled in two linked, gateway courses in their first semester. Faculty members collaborate with one another, working with student supplemental instructors (SI's) and student ambassadors assigned to their learning community. These communities provide an environment where new students make strong personal connections with faculty and one another. These personal connections with peers and faculty members have a significant, positive impact on student retention and academic success.*

  Significant growth in the program is reflected in several areas. Since 2010 there has been a 112% increase in student participation with almost 58% growth from fall 2012 to fall 2013. This fall FYS enrolled almost 1,400 of the 1,699 full-time, first-time students (82%). The program is on track to enroll all such MSU Denver students in the fall of 2014. Since 2009 the combined average retention rate for FYS has been 9.15% higher than the identified comparison group that contains non-provisional students who were eligible but did not participate in the FYS program.

The following information is a summary of data on student retention:

FIRST-TIME FRESHMEN, DEGREE SEEKING STUDENTS (SECOND-YEAR RETENTION RATE):

- *Full-Time decreased from 66.0% to 65.4%*
- *Part-Time decreased from 58.0% to 49.5%*
- *Full-Time Students of Color decreased from 66.8% to 63.3%*
- *Part-Time Students of Color decreased from 58.5% to 50.4%*
- *Full-Time Hispanic or Latino Students decreased from 66.4% to 65.2%*
- *Part-Time Hispanic or Latino Students increased from 51.0% to 52.1%*
- *Full-Time Females decreased from 68.8% to 67.5%*
- *Part-Time Females decreased from 58.9% to 47.7%*
- *Full-Time Males decreased slightly from 63.4% to 63.3%*
- *Part-Time Males decreased from 57.1% to 51.3%*
- *Full-Time Pell Eligible for 2011 is 63.3%*
- *Part-Time Pell Eligible for 2011 is 47.2%*
- *Full-Time First-Generation for 2011 is 64.2%*

- *Part-Time First-Generation for 2011 is 48.4%*

FIRST-TIME TRANSFER, DEGREE SEEKING STUDENTS (SECOND-YEAR RETENTION RATE):

- *Full-Time decreased from 73.9% to 67.9%*
- *Part-Time decreased from 64.7% to 57.7%*
- *Full-Time Students of Color decreased from 73.7% to 64.8%*
- *Part-Time Students of Color decreased from 63.5% to 56.2%*
- *Full-Time Hispanic or Latino Students decreased from 75.0% to 68.1%*
- *Part-Time Hispanic or Latino Students decreased from 65.8% to 65.3%*
- *Full-Time Females decreased from 73.5% to 71.4%*
- *Part-Time Females decreased from 64.0% to 57.8%*
- *Full-Time Males decreased from 74.3% to 64.2%*
- *Part-Time Males decreased from 65.9% to 57.6%*
- *Full-Time Pell Eligible for 2011 is 67.3%*
- *Part-Time Pell Eligible for 2011 is 60.3%*
- *Full-Time First-Generation for 2011 is 67.0%*
- *Part-Time First-Generation for 2011 is 58.2%*

c) Does your institution of higher education experience an attainment gap? If so, what is the institution doing to remedy such issues?

In addition to the above efforts, we are currently engaged in a major effort to understand the retention and graduation gaps among our student populations so that we can address the issues needing attention and intervene effectively.

- *Equity in Excellence: A national 2-year program from the University of Southern California's Rossier School of Education's Center for Urban Education. This is the third in a series of three "Equity Scorecard" projects. MSU Denver is the only institution that has participated in all three: 1-Equity in Excellence, 2-Gates-Funded Adaptive Learning Program, and 3-Gardner Institute Gateways to Completion TM Program . The goals of the projects include, but are not limited to,*
  - *Identifying gaps in retention and graduation rates among our ethnic groups of students,*
  - *Identifying when and why these students are dropping out of the institution,*
  - *Developing specific Action Plans designed to help us intervene effectively at those points where we find that students are leaving us.*

ASSET

23. Last session, we passed Colorado Asset (S.B. 13-033) so that undocumented students are able to receive in-state tuition. How many undocumented students is your institution of higher education currently serving?

As of Census Fall 2013 we have 348 students enrolled that are qualified based on the ASSET Bill.

1:50-2:20 ADAMS STATE UNIVERSITY

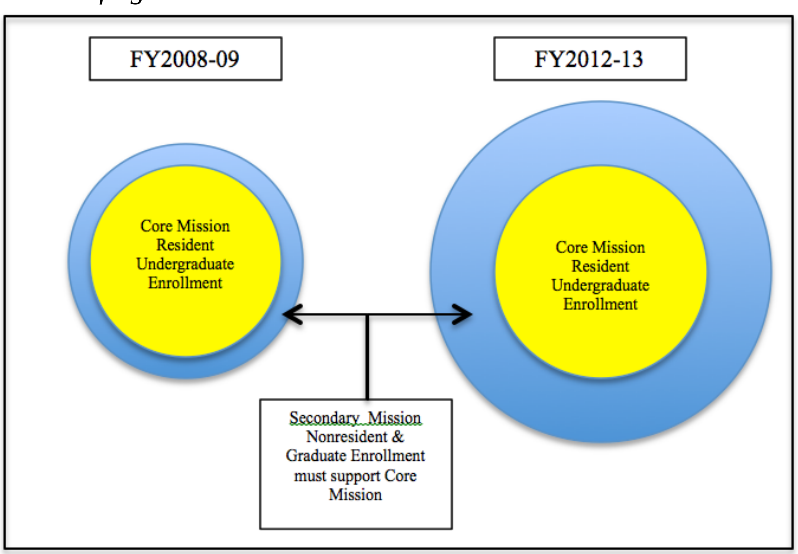
Note: The JBC requests that trustees be present for the hearing

<u>Financial Health of Institution</u>

1. What is your plan to ensure there is long term financial health of your institution?

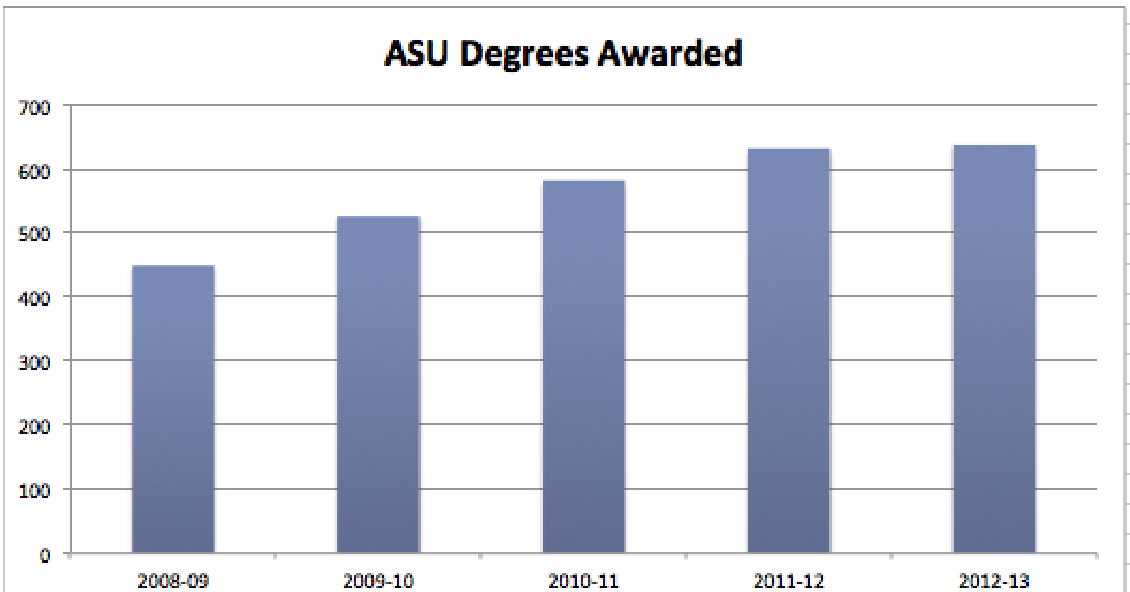
Continued state support is vital to the long-term viability of Adams State. Adams State University has an annual economic impact of $85 million in the region. With over 370 employees it ranks as one of the region's top employers.

ASU's mission is to educate, serve, and inspire our diverse populations in the pursuit of their lifelong dreams and ambitions. The vision is to become the university community of choice for diverse and traditionally underrepresented groups and all who value quality education and inclusivity. Core to that mission is our role in educating low-income undergraduate resident students of this region. In order to serve our core constituents, the people of the San Luis Valley, ASU leadership made strategic investments that would bring in new revenue from our secondary market – nonresident students and graduate students. Simply put, we need a higher percentage of students coming from middle to high income families. In order to maintain our low-income enrollments, we had to grow the whole pie. As the graph illustrates, since FY2008-09 ASU has been able to grow resident enrollment by 14%, which is 2% better than the statewide average. During that same span ASU grew graduate enrollment by 98%, where the statewide average was 8%, and nonresident undergraduate enrollment by 23%, 5% above the statewide average. This was strategic. It was not due to a "soft economy" as was suggested at the higher education briefing.



In 2005 ASU embarked on a long-range plan to strengthen recruitment assets, technology assets, and physical plant assets. Those investments have been bearing fruit in the form of enrollments (27% growth) and degrees awarded (42% growth).

ASU ENROLLMENT COMPARED TO STATEWIDE AVERAGE							
	2008-09	2009-10	2010-11	2011-12	2012-13	% Growth at ASU since 2008-09	% Growth Statewide Average since 2008-09
Resident Undergraduate Enrollment	1,383	1,558	1,612	1,630	1,578	14%	12%
Nonresident Undergraduate Enrollment	262	261	282	338	323	23%	18%
Resident Graduate Enrollment	263	298	336	346	325	24%	5%
Nonresident Graduate Enrollment	11	48	90	146	217	1873%	18%
Total Enrollment	1,919	2,165	2,321	2,460	2,442	27%	12%



The top priority of Adams State University is to make education accessible, which means keeping it affordable. To that end, ASU developed a high tuition/high aid model. In order for this to be effective, ASU had to recruit more "full payers". Those "full payers" are graduate and nonresident students. ASU increased graduate revenue by $4.7 million in the last five years with $1.5 million going directly into on-campus undergraduate education in FY2012-13. A $2 million increase in nonresident undergraduate tuition helped support the campus. One program that those tuition dollars help support is the SLV Promise Award, which covers full tuition and fees for qualified students. The award is available to qualified graduates of all *high schools in the San Luis Valley. It applies to continuing Adams State students, as well as incoming freshmen.*

It is understandable that the KPMG analysis caused concern. However, it is a snapshot in time taken at an important juncture in ASU's strategic journey. As state above, enrollment growth in a "full payer" population is a key to our long-term financial stability. Market research told us that we were viewed as a "fall back" institution. In order to attract "full payers" and become a first choice institution we had to invest in our physical plant. The campus, and the technology on campus, was outdated and worn out.

In March of 2008 ASU leadership went to the students and asked for their support. If we wanted to resurrect this campus, they would be the ones who would have to pay for it. Their support was overwhelming. With 1/3 of the population voting, the student capital fee passed by with 79% of the students voting in favor. The fee is structured such that it ramps up over time to align with the borrowing. The long-term plan was to renovate campus and simultaneously build a revenue stream moving into the future to maintain the campus. In FY2015-16 the revenue begins to surpass the debt service, which flattens out for the remainder of the term. This fee will generate $1,000,000 annually to be reinvested in the physical plant. The State of Colorado does not have the means to maintain these buildings. If the state is unable handle all of it, the students must bear some of the cost. That cost is reflected in our fee structure. We don't like it, but it is a cost of doing business.

Adams State always has been, and will continue to be, reliant on continued, and consistent state support. The dramatic cuts in recent years to higher education have strained the entire system. We applaud the Governor's effort to restore funding for higher education. The investment in need based aid will help us package those students who have been dramatically impacted by the reductions in Pell.

2. How do the areas you serve affect your performance? How does your situation compare with Mesa State's?

   Adams State University is not comparable to Colorado Mesa University. Adams serves a 8,000 square mile rural region with a total population of 45,000 people with a median family income of $41,560. The population of the region has remained flat for the last twenty years. ASU's service region includes the three poorest counties in the state. Students of color represent 40% of our population, with 31% of those being Hispanic. ASU is the oldest Hispanic Serving Institution in the state. ASU has the highest percentage of Pell eligible students of all public higher education institutions in the state.

With an enrollment 6,598 students in 2013, CMU is three times the size of ASU. The population of Mesa County is three times that of the San Luis Valley. Their student demographic and service region demographics are entirely different. Mesa County's population has grown from a little over 50,000 in 1970 to 150,000 in 2012. The table below highlights the differences.

Rank of 64 Colorado Counties	*ASU Region*	*Median Family Income*	*Population*
51	*Rio Grande*	*$48,115*	*11,982*
53	*Alamosa*	*$45,742*	*15,445*
62	*Conejos*	*$38,950*	*8,256*
63	*Costilla*	*$38,005*	*3,524*
64	*Saguache*	*$36,988*	*6,108*
	San Luis Valley	*$41,560*	*45,315*
	CMU Region		
30	*Mesa*	*$63,049*	*146,723*
	United States Average	*$62,982*	
	Colorado Average	*$70,046*	

3. Review your recent construction projects. When will we know if your capital investments have succeeded in drawing students?

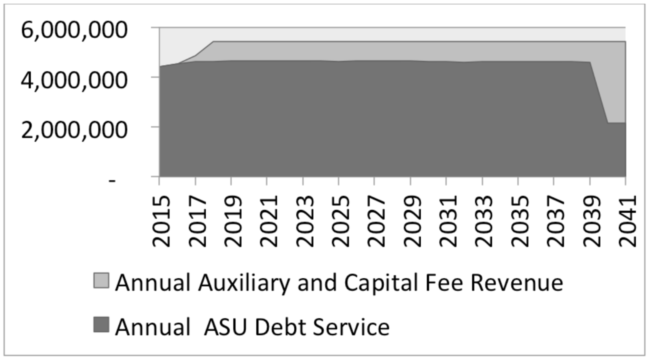
   In 2005 the Adams State campus was in a serious state of disrepair. The first order of business was to demolish two condemned apartment buildings, the police station, and the radio station. Many of the buildings listed below represent 40 to 50 years of accumulated deferred maintenance. The living and learning environments had an early 1970s feel. In order to turn trending downward enrollment around, ASU set out on an aggressive transformation project. The results of our efforts can be seen across our campus and in our enrollment growth (27%), housing occupancy growth from 654 in Fall 2005 to 1,042 in Fall 2013 (59% increase), and meal plan growth from 386 to 669 (73% increase).

Building Name	Occupancy Type	Date Built	Funding Source	Comments
Education and Social Sciences	Academic	1967	Bond Proceeds	Complete Remodel to address ADA, life safety issues, mechanical system, technology, program utilization
Leon Memorial	Academic - Music Performance	1968	Bond Proceeds	Replace seating, upgrade sound system and acquistic treatments
Music Education	Academic	1957	Bond Proceeds	Complete Remodel to address ADA, life safety issues, mechanical system, technology, program utilization
Observatory-Planetarium	Laboratory	1964	Federal grant with ASU reserve match (25%)	Replace seating, upgrade 1964 star scope projector
Rex Stadium	Athletics	1949	Bond Proceeds	Upgrade seating capacity, install artificial turf to expand usability
Rex Student Activity Center	Recreation	1939	State Historical Grant w/ ASU reserve match (25%)	Repair original stucco finish
College Center	Assembly	1960	Food Service capital outlay agreement w/ ASU Reserves	upgrade dining facilities
Coronado Hall	Dorms	1968	Bond Proceeds	Complete Remodel to address ADA, life safety issues, mechanical system
Girault Hall	Dorms	1957	Bond Proceeds	Complete Remodel to address ADA, life safety issues, mechanical system
Community Partnership (old art building)	Classroom/Office	1956	Federal grant with ASU reserve match (25%)	Remodel abandoned building within academic quad
Richardson Nursing Simulation Lab	Academic	2009	Federal grant with ASU reserve match (25%)	Build a state of the art simulation lab to augment clinical placement
Residences at Rex, North Campus Green	Apartments	2010	Bond Proceeds	New Apartments and restaurant
Softball Field	Athletics	2010	Bond Proceeds	To address Title IX compliance issue
Baseball Field	Athletics	2012	Bond Proceeds	New sport - 54 rostered athletes
Soccer/Lacrosse Field	Athletics	2012	Bond Proceeds	New sports - 163 rostered athletes
High Altitude Center	Athletics	2013	Bond Proceeds	Primary use - indoor track in place of Plachy Hall track value engineered out the Plachy Hall state capial project

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Housing Occupancy	654	714	804	836	955	1,053	1,070	1,042
Meal Plans	386	516	509	612	652	670	650	669

4. Provide the schedule for anticipated increases in bond payments and/or student fees.

The ASU Student Capital Fee was designed to ramp up with the debt service structure to FY2014-15. By FY2016-17 the capital fee revenue combined with the auxiliary operations pledged revenues, will exceed debt service requirements by approximately $1,000,000 annually, which is intended to be used as institutional controlled maintenance funds to help sustain the physical plant into the future.



5. Are cost increases affecting enrollment?

   Cost is not as big a factor as financial aid packaging. ASU enrollment has grown with increased rates. Dips in enrollment are more directly linked to the changes in Federal Pell grant policies. On July 1, 2011 the Feds discontinued the summer Pell program. The result was a decline in ASU summer enrollment by 18%. On July 1, 2012 the Feds lowered the lifetime Pell cap. ASU lost 120 students overnight.

6. If your institution is unable to cover its bond payments, who is responsible? Is it the State? Do you foresee this happening? If so, when?

   Adams will cover its bond obligations. One cannot begin to understand the financial intricacies of this institution by using a snap shot financial ratio analysis. ASU has persevered through difficult financial times throughout its history.

   The KPMG ratio analysis presented at the higher education briefing is a valid reason to have concern. However the sky is not falling in the San Luis Valley. ASU leadership shares your concerns. Every year we complete a similar ratio analysis for our Higher Learning Commission accreditation. Every year it results in a score that indicates ASU is vulnerable. ASU's financial fortunes will always be directly linked with the State. Over the last eight years ASU's average score is 1.4, with 1.0 indicating "very little financial health". FY2007 was the only year the ASU's score of 2.7 approached the "threshold value of moderate financial health". On paper ASU looked "healthy" in 2007, but the physical plant was anything but healthy. Five years ago ASU presented the HLC ratio analysis, which is similar to KPMG's ratio analysis, to the higher education CFO group hoping to have this analysis become one of the factors when considering general fund allocations. While that did not occur, ASU would still like to see it happen. The analysis would have to be modified to account for debt taken on by an institution because that discretionary action shouldn't be factored into an allocation model. However, debt is not the key factor in the ratio analysis. If ASU retired $45 million of its $73 million in debt tomorrow, the ratio would move from -0.31 to 0.00. A more important factor is unrestricted reserves. ASU could not pass on all the state cuts in the last few years to its students in the form of tuition. In the last four years ASU has expended $5 million from it unrestricted cash reserve to balance its budget. If that $5 million was replaced, the ratio would move from -0.31 up to 0.00. Like the State, it will take time to replenish cash reserves that were used to balance its budget. However, ASU's coverage of reserves to operational expense sits at 26% versus the State's 6%. In order to meet KPMG's CFI to 3.0 for "moderate financial health" ASU's reserve would have to be 134% of operating expenses.

7. Is there interest in merging with other institutions of higher education in an effort to reduce your fixed overhead costs?

   Adams State leadership is always interested in advancing the institution's mission and would entertain any conversations toward that goal. It is unlikely that fixed overhead costs would be reduced. An analysis of CSU Pueblo, or other campus's that are part of a system, might be beneficial in determining if institutional support costs at these institutions are lower compared to ASU.

<u>Higher Education Funding Request and Options for Statutory Change</u>

8. Please clarify your plans for tuition and fee increases in FY 2014-15.

   ASU does not present a tuition and fee proposal to its board until the Long Bill is finalized and state support is certain. The table below represents a worst-case scenario and is based on the Governor's 6% tuition cap and the student capital fee escalation. Administration has been working on the budget for the past 3 months in an effort to keep the increase at 3%.

	FY13-14	*FY14-15*	*$ Increase*	*% Increase*
Annual Tuition	*4,872.00*	*5,176.00*	*304.00*	*6%*
Annual Fees	*2,576.80*	*2,830.72*	*253.92*	*10%*
Total	*7,448.80*	*8,006.72*	*557.92*	*7%*

9. How will low-income students fare under your plan for FY 2014-15 tuition increases and financial aid allocations?

   We plan to direct a significant portion of the additional Colorado state grant and work-study dollars allocated to Adams State toward our low income and needy students in order to compensate for a 3% to 6% tuition increase. We are also bracing for additional tightening of eligibility for federal financial aid that is likely to reduce the amount of Pell grant and other federal aid to those same needy students.

10. Several years ago, the Colorado Legislature gave flexibility to institutions of higher education to set your own tuition costs (S.B. 10-003). What is your opinion of this statute and is it time for change?

    Adams State would support a change provided that a consistent stream of ongoing revenue from the state, or other sources, was available to offset mandatory cost increases.

11. What recommendations do you have for the Joint Budget Committee and the General Assembly to make the funding for higher education more equitable across institutions?

Allocation models must account for mission, student demographics, tuition capacity, and third party support from foundation support and indirect cost recoveries. Consideration should also be given to state support relative to those of the institution's peer group used in the performance contracts. ASU state support is running 24% below its national peers. The KPMG or HLC ratio matrix for measuring financial health should also be taken into consideration.

12. How does your institution define "need based aid", "merit based aid", and "work study"? Do you have a position on the staff recommendation to clarify financial aid statutes?

Need-based aid, generally speaking, goes to students with an Expected Family Contribution (EFC) under $10,000 but also as determined by a student's FAFSA.

Merit-based aid is awarded to students who meet academic requirements for a particular merit award without regard to EFC/need.

Adams State University defines work study as a form of financial aid, funded by federal, state, and institutional sources that help undergraduate students meet educationally related expenses through part-time employment. ASU awards a work study offer to all undergraduate students who submit a FAFSA.

<u>Tuition Increases: Cost Drivers</u>

13. What does it cost you to educate a student? Is your tuition above or below that amount?

The cost per student FTE is $12,596. ASU's current tuition is $4,872

14. If tuition were lowered would more students come? Would it increase overall revenues if tuition were less? What is the breakeven point?

This question would take an in-depth analysis that cannot be completed given the time frame to compile a response.

15. Since FY 2000, how have your operations costs increased and by what percentage? Please describe reasons for operational cost increases.

ASU was part of the State College System until FY03-04. The table below is the data from that year moving forward. Primary drivers behind operational expense increases are enrollment growth, utilities escalations, PERA employer rate increases, risk management increases, classified salary survey increases, and health, life, dental premium increases. Enrollment increases in FY04-05 drove increase expenditures of $1.5 million in instruction due to the growth in graduate programs and distance education. In that same year ASU put an additional $600,000 into scholarships. The same is true in FY10-11 with enrollment growth pushing instruction expense by $1.2 million and scholarships by $500,000.

	FY03-04	FY04-05	FY05-06	FY06-07	FY07-08	FY08-09	FY09-10	FY10-11	FY11-12	FY12-13
Total Operating Exp	32,908,000	36,363,000	35,099,000	36,896,000	38,817,000	40,961,000	42,669,000	46,443,000	49,456,000	50,306,000
Percentage Change		10%	-3%	5%	5%	6%	4%	9%	6%	2%

16. For institutions of higher education that are in rural areas of the state, are there increased operational costs? Please explain.

When compared to ASU's national peer group used in the performance contract, ASU's institutional support (administration, records, financial aid, admissions, legal, etc.) is 11% of our operational expense. This is 3% below the average of our peer institutions. Cost of instruction at ASU is 46% of operating expenses, while ASU peers are averaging 39%. ASU is outperforming its peers. Compare those expenses to Metropolitan State University of Denver, which is in an urban setting and has nearly 10 times ASU's enrollment and you can see some economies of scale when fixed costs are spread over a larger student population. Based on Metro's FY2011-12 financial statements its institutional support runs 9% of operating expenses compared to ASU's 11%.

17. Since 2000, please provide a breakdown of your administrative costs and the percentage of annual increases.

ASU was part of the State College System until FY03-04. The table below is the data from that year moving forward. Primary drivers behind instructional support spikes in expense relate to additional staff in admissions, financial aid, and records, along with investments in recruitment travel, and marketing. We also invested heavily in upgrading our technology to meet the demands of our growing online programs. Because personnel costs are a large portion of the base expense, annual health insurance premium increases, PERA employer contribution increases, and cost of living increases also contribute to annual increases.

	FY03-04	FY04-05	FY05-06	FY06-07	FY07-08	FY08-09	FY09-10	FY10-11	FY11-12	FY12-13
Institutional Support	2,520,640	2,611,907	2,332,688	2,356,916	2,361,215	2,704,396	2,928,143	3,064,237	3,116,959	3,282,972
Percentage Increase		4%	-11%	1%	0%	15%	8%	5%	2%	5%

18. Please provide a breakdown of the salaries for administration positions, faculty, etc.

Policies on compensation - Salaries and increases are determined using the policies outlined below:

- *ASU Classified Staff: COLA and merit both based on actions taken by General Assembly.*
- *ASU Faculty and Administrative Staff: COLA is based on average of classified staff COLA granted by General Assembly. COLA has been given to faculty or administrative staff one time in the last five years. Base salary compensation is based on 90% of the institutional academic comparison peer group average from the annual CUPA national survey (College and University Personnel Association).*

	TITLE	FACULTY RANK	SALARY
1	Associate Professor Business	Associate Professor	63,036
2	Assoc Professor Communication	Associate Professor	51,884
3	Assist Prof Journalism/KASF Ad	Assistant Professor	45,108
4	SMT MCSPC Asst Prof Computer Science	Assistant Professor	50,004
5	SMT Asst Prof Math/Comp Scien	Assistant Professor	57,840
6	Teacher Ed Professor	Professor	67,092
7	Teacher Ed Professor	Professor	56,616
8	Teacher Ed Associate Professor	Associate Professor	47,160
9	Teacher Ed Assistant Professor	Assistant Professor	44,940
10	Teacher Ed Assistant Professor	Assistant Professor	43,056
11	Teacher Ed Assistant Professor	Assistant Professor	43,056
12	Teacher Ed Assistant Professor	Assistant Professor	43,476
13	HGPWL - Assoc Professor of Spanish	Associate Professor	50,916
14	A&L ETC Asst Professor English Rhetoric/Composition	Assistant Professor	43,500
15	A&L ETC Professor of English	Professor	53,580
16	A&L ETC Professor of English	Professor	61,308
17	A&L ETC Professor of English	Professor	53,580
18	A&L ETC Professor English	Professor	56,628
19	A&L ETC Professor English	Professor	66,192
20	A&L ETC Asst Professor English	Assistant Professor	42,000
21	SMT BESG Assist Professor Biology	Assistant Professor	48,180
22	SMT BESG Asst Prof of Biology	Assistant Professor	50,004
23	SMT BESGProfessor of Biology	Professor	60,864
24	SMT BESG Assoc Profess Biology	Associate Professor	66,768
25	SMT BESG Professor of Biology	Professor	62,232
26	SMT MCSPC Professor of Math	Professor	53,904
27	SMT MCSPC Assoc Professor of Math	Associate Professor	53,388
28	SMT MCSPC Assoc Professor of Math	Associate Professor	52,200
29	SMT MCSPC Assistant Professor Math	Assistant Professor	46,128
30	HPPE Professor	Professor	61,716
31	HPPE Professor	Professor	62,532
32	HPPE Assistant Professor	Assistant Professor	42,000
33	HPPE Assistant Professor	Assistant Professor	43,056
34	HPPE Assistant Professor	Assistant Professor	42,000
35	HPPE Instructor	Instructor	37,944
36	HGPWL - Assoc Prof Philosophy	Associate Professor	50,964
37	Professor Chemistry/Prog Coord	Professor	62,964
38	SMT MCSPC Asst Prof Chemistry	Assistant Professor	44,076
39	SMT MCSPC Assist Professor Chemistry	Assistant Professor	45,108
40	SMT MCSPC Asst Prof Chemistry	Assistant Professor	43,008
41	SMT MCSPC Professor Geology/Prog Coordin	Professor	60,068
42	SMT MCSPC Professor Physics	Professor	58,944
43	SMT MCSPC Assoc Professor Math/Plant	Associate Professor	60,252
44	SMT MCSPC Assistant Professor of Physics	Assistant Professor	47,004
45	A&L-Professor Psychology	Professor	53,280
46	A&L-Professor Psychology	Professor	64,368
47	A&L-Associate Professor Psychology	Associate Professor	47,244
48	A&L-Associate Professor Psychology	Associate Professor	47,940
49	A&L-Asst Professor of Psychology	Assistant Professor	46,128
50	A&L-Assistant Professor Psychology	Assistant Professor	43,056
51	GS -Counselor Ed Professor	Professor	89,352
52	GS -Counselor Ed Professor	Professor	75,428
53	GS -Counselor Ed Professor	Professor	70,044
54	GS -Counselor Ed Professor	Professor	67,056
55	GS -Counselor Ed Professor	Professor	73,740

	JOB TITLE	FACULTY RANK	SALARY
56	GS -Counselor Ed Associate Professor	Associate Professor	50,196
57	GS -Counselor Ed Associate Professor	Associate Professor	66,632
58	GS -Counselor Ed Assistant Professor	Assistant Professor	43,008
59	GS -Counselor Ed Assistant Professor	Assistant Professor	44,088
60	HGPWL - Professor of Government	Professor	50,148
61	Associate Professor Geology	Associate Professor	48,516
62	HGPWL - Associate Professor History	Associate Professor	47,064
63	HGPWL - Associate Professor History	Associate Professor	48,960
64	A&L-Professor Sociology	Professor	68,280
65	A&L-Professor of Sociology	Professor	57,552
66	A&L-Assoc Professor Sociology	Associate Professor	46,224
67	A&L-Assistant Professor Sociology	Assistant Professor	44,088
68	A&L Assoc Professor of Art	Associate Professor	49,296
69	A&L ETC Professor Speech/Theatre/TP Co	Professor	67,808
70	A&L ETC Professor Speech/Theatre	Professor	56,592
71	A&L ETC Asst Professor Speech/Theat	Assistant Professor	44,688
72	A&L Professor of Art	Professor	59,496
73	A&L Professor of Art	Professor	51,480
74	A&L Art Professor/Gallery Director	Professor	62,120
75	A&L Assistant Professor of Art	Assistant Professor	46,128
76	A&L Assistant Professor of Art	Assistant Professor	46,128
77	A&L Professor of Music	Professor	70,812
78	A&L Professor of Music	Professor	58,524
79	A&L Associate Professor Music	Associate Professor	49,032
80	A&L Associate Professor Music	Associate Professor	47,820
81	A&L Assistant Professor Music	Assistant Professor	44,088
82	Assist Professor Nursing	Assistant Professor	52,452
83	Assistant Professor Nursing	Assistant Professor	57,408
84	Assistant Prof of Nursing	Assistant Professor	49,200
85	Assistant Professor Nursing	Assistant Professor	52,872
86	Professor of Business	Professor	70,836
87	Professor of Business	Professor	76,008
88	Assistant Professor Business	Assistant Professor	63,396
89	Professor of Business	Professor	77,688
90	Bus Assoc Professor of Mgmt	Associate Professor	63,396
91	Assistant Professor Accounting	Assistant Professor	66,504
92	Asst Professor of Accounting	Assistant Professor	68,556
93	Business Assistant Professor	Assistant Professor	60,000
94	Assistant Professor of Mgmt	Assistant Professor	64,596
95	Bus Assistant Professor Financ	Assistant Professor	79,968
96	Bus Assistant Professor MIS	Assistant Professor	60,624
97	Bus Assistant Professor Mktg	Assistant Professor	64,632
98	HGPWL - Professor of History	Professor	67,908
99	HGPWL - Professor of History	Professor	55,392
100	HGPWL - Assoc Professor of History	Associate Professor	47,532
101	Dev Ed Instructor Reading/Wri	Instructor	32,004
102	A&L ETC English Instructor	Instructor	32,808
103	Teacher Ed Assoc Dept Chair	Associate Department Chair	51,264
104	SMT Instructor of Math	Instructor	35,376
105	SMT Dev Math Instruct	Instructor	32,808
106	HPPE Instructor	Visiting Instructor	34,344
107	GS -Counselor Ed Visiting Asst Professor	Visiting Assistant Professor	38,508
108	A&L-Visiting Instructor of Sociology	Visiting Instructor	36,000
109	A&L Visiting Asst Prof of Music	Visiting Assistant Professor	38,964
110	A&L Visiting Asst Prof Music	Visiting Assistant Professor	43,008
111	Visiting Professor Business	Visiting Professor	45,000

	JOB TITLE		SALARY
1	Director Student Engagement &	$	51,264
2	Asst Sports Info Director/New	$	20,840
3	Director of Academic Quality A	$	42,036
4	Upward Bnd Counselor Coordinat	$	38,304
5	Assistant Athletic Trainer	$	28,296
6	Grant Specialist	$	49,200
7	Simulation Lab Coordinator	$	57,408
8	Couselor Education Clinical C	$	38,448
9	Senior Institutional Research	$	67,044
10	TitleV HSISTEM Activity Direct	$	42,000
11	Assistant to Assist VP Ext Stu	$	35,220
12	Coordinator Academic Achievemn	$	38,436
13	Institutional Research Analyst	$	30,756
14	Prison Program Advisor/Recruit	$	40,896
15	Head Coach - Mens Soccer	$	30,000
16	Assistant Coach - Volleyball	$	25,644
17	Associate M&W Trk & Fld Coach	$	38,964
18	Head Coach of Baseball	$	35,004
19	CS Sr Systems Administrator/Pr	$	60,400
20	Asst VP Enrollment Management	$	82,008
21	CCC Outreach Coor/Prev Spec	$	41,016
22	Admission Counselor	$	30,756
23	Student Advisor/Records Mgr	$	35,952
24	Government Affairs Liaison	$	48,864
25	Student Financial Aid Counselr	$	43,056
26	SLR Coordinator Rec Fac/Opn Re	$	31,008
27	Assistant Coach-Women Bsktball	$	25,644
28	AITC Tech Specialist	$	21,528
29	Professional Programs Coordina	$	34,536
30	Computing Services Chief Info	$	84,564
31	Student Life Director	$	50,904
32	Associcate AD/Sports Info Dir	$	45,420
33	ES Dir Advisement & Prog Devel	$	53,820
34	Director of Auxiliary Services	$	69,084
35	Women's Lacrosse Head Coach	$	25,008
36	Asst Coach - Men's Basketball	$	35,652
37	Upwd Bnd Academic Skills Coord	$	35,364
38	AIT Graphics Design & Media Sp	$	30,756
39	Football Assistant Coach/GMgmt	$	41,016
40	Counseling Career Center Direc	$	59,112
41	Circulation/Web Serv Librarian	$	37,428
42	Equipment Manager	$	31,692
43	Housing Residence Director	$	26,004
44	Head Swimming Coach	$	30,000
45	CE Online Plus Prog Coordinato	$	40,008
46	Upward Bound Director	$	56,388
47	Title V HSI STEM Proj Director	$	30,000
48	Senior Admissions Counselor	$	42,552
49	Strenght & Conditioning Coordi	$	40,000
50	Payroll Manager	$	47,520
51	Student Advisor/Recruiter	$	34,860
52	Library Director/Acquisitions	$	58,428
53	Title V Project Director	$	46,020
54	Professional Prog Support Ext	$	25,644
55	CS Mgr Networking & Telecommun	$	67,656
56	Project Manager	$	48,960
57	Production Coordinator	$	33,024
58	Football Head Coach	$	46,128
59	Assist VP Budget & Technology	$	92,256
60	Asst Dir Human Resources	$	51,780
61	Web Applications Developer Com	$	49,200
62	Manager Academic Advisement Ct	$	39,672
63	Exec & Project Dir Comm Partne	$	64,236
64	Assistant Coach Football	$	27,000
65	Assistant Coach - Football	$	27,000
66	Alumni Relations Prog Asst	$	36,444
67	Campus Events Coordinator	$	40,008
68	Assoc Ath Dir/Bldg & Complianc	$	53,304
69	HOPE Finance & Ability Coordin	$	33,372
70	Enrollment Services Counselor	$	31,920
71	Affirmative Action Officer	$	61,500
72	Women's Basketball Head Coach	$	68,136
73	Graphic Artist	$	37,728
74	Director Alumni Relations & AF	$	52,644
75	Serials & Electronic Librarian	$	36,900
76	Business Manager/SWA	$	37,944
77	STAY Program Coordinator	$	45,108
78	Assist Director Auxil Serv/SUB	$	37,272
79	Associate Athletic Director	$	38,004
80	Executive Director Foundation	$	50,364
81	Technical Data Coordinator	$	38,964
82	CAPP Administrator	$	32,808
83	Registrar	$	62,292
84	CASA Coordinator	$	42,744
85	Housing Residence Director	$	27,000
86	VP Finance/Govermental Relatio	$	131,076
87	Assist VP Dean of Students	$	102,300
88	Assoc AD M&WCCTrkField Hd Coac	$	100,020
89	TitleV Institutionl Studnt Adv	$	35,004
90	Dir Student Business Services	$	86,520
91	Program Director Ext Studies	$	57,516
92	Head Coach Men's Lacrosse	$	30,000
93	Housing Residence Director	$	27,204
94	Program Manager	$	36,636
95	Dir Disability Services/Divers	$	61,504
96	Bookstore Director	$	62,304
97	CS Mgr Sustems Administration	$	67,656
98	Assist Dir of Student Life & L	$	38,004
99	Assistant Registrar	$	38,964
100	Housing Residence Director	$	26,004
101	Athletic Director	$	105,444
102	Volleyball Head Coach	$	50,160
103	CS Mgr Enterprise App Systems	$	67,656
104	Sr VP Enrollment Management	$	143,640
105	TitleV Instit Activity Directo	$	20,001
106	Vice Presidnt Academic Affairs	$	136,596
107	CS Manager of Support Services	$	67,656
108	Assistant to VP Finance & Gov	$	47,904
109	Coordinator Graduate Programs	$	38,964
110	Assist VP Ext Std Operations	$	78,204

	JOB TITLE		SALARY
111	Assist Dir Housing/Resident Lf	$	38,952
112	Ext Studies Advisor/Recruiter	$	32,004
113	Assist Director Financial Aid	$	47,172
114	Wrestling Head Coach	$	46,428
115	Titile V Career Services Coord	$	31,500
116	Program Manager	$	36,636
117	Assist Dir Communications/Muse	$	44,988
118	Human Resources Director	$	83,280
119	Financial Aid Processes Mgr	$	32,052
120	Government Affairs Liaison	$	48,864
121	Associate Director Admissions	$	53,100
122	Assist VP Ext Studies Academic	$	66,636
123	Assistant Program Manager	$	32,808
124	Admissions Counselor WCC	$	30,000
125	SEEDS Project Coordinator	$	26,670
126	Instruction & Refere Librarian	$	36,900
127	Controller	$	86,352
128	Interim Directr Communciations	$	67,680
129	Student Financial Aid Director	$	65,880
130	Academic Instr Tech Director	$	65,004
131	Director of ASU Police Dept	$	69,168
132	Budget Support Coordinator	$	35,940
133	Student Loan Counselor	$	46,128
134	CS Sr Systems Administrator	$	58,650
135	HATC Coordinatior/Asst. Coach	$	26,400
136	Web Content Specialist	$	41,820
137	Head Coach - Women's Soccer	$	30,000
138	President Adams State University	$	210,132
139	Head Coach - Softball	$	43,020
140	Assistant Director Housing O&O	$	38,964
141	Title V Intervention Specialis	$	35,004
142	TitleV Project Specialist	$	35,004
143	Ext Studies Quality Assurance	$	35,004
144	Grizzly Testing & Learning Ctr	$	44,088
145	Executive Asst to President	$	55,392
146	Business MBA Progrm Specialist	$	32,000
147	Transfer Student Coordinator	$	30,000
148	Coordinator of One-Stop	$	38,964
149	Title V HSI STEM Project Speci	$	30,000
150	Assoc VP Facilities Planning	$	98,400
151	Admissions Counselor	$	30,000
152	Student SS Assistant Director	$	37,008
153	Purchasing Director	$	54,000
154	Assist to Pres Communications	$	67,120
155	Intrlibrary Loan/Ref Librarian	$	46,008
156	Football Assistant Coach	$	53,820
157	Asst Coordinator Club Sports	$	29,004
158	Admissions Counselor	$	30,756
159	Student Support Servi Director	$	55,008
160	Assistant Coach Football	$	27,000
161	SLR Coordinator Adventure Prog	$	31,008
162	Head Athletic Trainer	$	48,864
163	External Degree Prog Record Ev	$	37,416
164	Mens Basketball Head Coach	$	79,260
165	Technical Project Coordinator	$	48,528
166	Assistant Atheltic Trainer	$	28,500
167	Budget & Fiscal Note Coordinat	$	55,350

	CLASSIFIED TITLE	SALARY
1	Custodian I	20,796
2	Custodian I	20,676
3	Structural Trades I	30,732
4	Structural Trades I	29,892
5	Grounds & Nursery I	30,564
6	Custodian I	20,676
7	Custodian I	21,648
8	Laboratory Support I	23,400
9	Admin Assist III SMT	34,956
10	Admin Assist II Facilities	30,876
11	IT Professional I-Network Engi	49,320
12	Accounting Technician III	42,216
13	Accounting Technician III	36,744
14	IT Technician II	44,736
15	Admin Assistant II	31,068
16	Administrative Assistant I	25,404
17	Admin Assist I Fin Aid	25,776
18	Structural Trades II	34,596
19	Accounting Tech I Bus Office	39,996
20	Equipment Mechanic II	50,688
21	Admin Assist II Ext Studies	37,032
22	Grounds & Nursery I	30,564
23	Program Assistant II	43,848
24	Technician III	37,188
25	Admin Assist II Ext Stud	30,876
26	Admin Assist II Teach Ed	30,876
27	Structural Trades II	34,596
28	Custodian I	28,872
29	Accounting Technician II	36,312
30	Admin Assist II Ext Stud	30,876
31	Structrual Trades II	34,596
32	Library Technician II	41,952
33	Program Assist II Acad Aff	54,840
34	Custodian I	20,676
35	Custodian II	30,924
36	Police Officer I	45,180
37	IT Professional II	63,036
38	Admin Assist III Human Res	34,764
39	Admin Assist II College Ctr	38,904
40	Custodian I	20,964
41	Structural Trades III	52,020
42	Admin Asst II Upward Bnd	38,892
43	Admin Assist III Ext Studies	44,004
44	Admin Assist I Admiss	14,177
45	Custodian I	20,964
46	General Labor I	26,400
47	Admin Ass't II Mailroom Superv	31,068
48	Program Assistant I	44,580
49	Admin Assist I Counsel/Career	15,996
50	Custodian III	39,612

	CLASSIFIED TITLE	SALARY
51	Admin Assist II Ext Stud	31,332
52	Admin Assist II	31,332
53	Admin Assist III Couns Ed	35,256
54	Library Technician II	43,380
55	Grounds & Nursery I	30,564
56	Grounds & Nursery I	30,996
57	Admin Assist II Records	30,876
58	Customer Support Coordinator I	48,264
59	Administrative Assistant I	30,876
60	General Labor I Facilities	26,400
61	Administrative Assistant II	25,404
62	Police Officer I	45,168
63	IT Professional III	73,044
64	Admin Assist II Extend Studies	30,876
65	Police Officer I	44,484
66	Applications Programmer II	50,304
67	Applications Programmer I	58,650
68	Admin Assist III Art	34,764
69	Admin Assist II Music	30,876
70	Admin Assist III Admiss	35,249
71	Custodian I	20,676
72	General Labor I	26,400
73	Administrative Assistant II	30,876
74	IT Professional II	61,236
75	Custodian I	20,676
76	Police Officer I	45,168
77	Grounds & Nursery III	38,136
78	Structural Trades II	34,596
79	Administrative Assistant III	34,956
80	Administrative Assistant II	31,680
81	Admin Assist I Enrollment Mgmt	25,404
82	Admin Assist II HGP	31,068
83	Administrative Assistant I	12,780
84	Accounting Tech II	41,700
85	Admin Assist III SEGS	35,268
86	Custodian I	27,504
87	Custodian I	20,796
88	Structural Trades II	34,788
89	Material Handler II	42,852
90	Custodian I	27,468
91	Custodian I	20,676
92	Accounting Tech I	31,044
93	Admin Assist II	32,424
94	Custodian II Facilities	22,824
95	Admin Assist III Sch of Bus	34,764
96	Admin Assist III Studnt Affair	41,736
97	Admin Assist I Housing	30,876
98	Structural Trades I	29,892
99	Technician II - Purchasing	35,760

19. What is the percentage of full time faculty vs. adjunct faculty?

ASU full-time faculty accounted for 121.41 FTE or 67% of the instruction in FY12-13. Note this also includes faculty overloads.

20. What is the ratio of students per faculty member at your institution of higher education?

Student to Faculty ratio is 13.5 students/faculty

21. What is the ratio of student tuition increases in comparison to salary for administration, faculty and other staff?

ASU faculty and exempt staff have received one cost of living increase in five years.

	FY08-09	*FY09-10*	*FY10-11*	*FY11-12*	*FY12-13*
Res UG Tuition Increases	*7.2%*	*8.7%*	*8.8%*	*9.8%*	*15.2%*
Cost of Living for Exempt and Faculty	*0%*	*0%*	*0%*	*2.5%*	*0%*

22. How will the Affordable Care Act decrease health care costs for employees? Does your institution of higher education anticipate long-term savings? If so, please explain.

The ACA has decreased health care costs for employees by increasing coverage of health care services such as preventative care which must now be covered 100%. However we do not anticipate long-term savings to the institution as we anticipate an increase in the number of employees that are covered under the employer health plan, increasing the total dollars spent by the institution on health insurance. We also anticipate the cost of the current health plans to increase, those costs will have to be absorbed by the institution or by the employee.

<u>Student Loans</u>

23. What is the loan default rate of graduates of your institution? If high, what steps are you taking to address it?

ASU's 2010 three-year default rate is 15.7%. It was 19.2% in 2009. The decrease is due to several initiatives: hiring a loan default prevention manager, increasing financial literacy workshop offerings, and having a more intensive loan exit counseling program. While Adams State has a higher default rate than other public 4-year institutions in Colorado, it also has a two-year mission and has a rate lower than any of the community colleges in the state.

24. What is the average amount of time that it takes your graduates to repay their student loans?

We do not formally track the average length of time it takes our students to repay their federal loans. However, we informally keep track of many students who leave Adams State. We find that almost all of them repay their loans on the regular 10 year schedule.

<u>Workforce Needs and Employment After Graduation</u>

25. Please provide information regarding what your institution of higher education is currently doing to ensure job placement.

Due to liability issues, ASU does not ensure job placement. We're focused on helping students make good quality decisions about what they want to major in at ASU, and on being as effective as possible in marketing themselves to prospective employers when the time comes for the student to pursue a career. Both of those objectives help our graduates find jobs, but they don't guarantee that the graduates will find jobs. We utilize several different respected inventories to help our students find the right major; the Myers-Briggs Type Indicator, the Strong Interest Inventory, and the College Majors Scorecard. Those inventories are offered free of charge to our students, and when combined with working with a career counselor, the results can be really helpful for students in figuring out what major and career their skills, interests and values are going to best align with.

26. Once students graduate from your institution of higher education, what is the percentage that use their degree to find employment?

ASU does not collect this data.

27. What is the average wage of your graduates?

ASU does not collect this data. We've not been historically able to gather good employment information on our alumni. The alumni office gathers some information through surveys, but the surveys get about a 6 – 7% return rate which doesn't provide us statistically significant information. We've researched ways that we could get a better return on gathering this information – Northern Colorado has had a pretty good program for contacting alumni about their employment situations – but these initiatives are going to cost $12,000 - $15,000 to implement and to run on a yearly basis, and our desire for the data also has to balance with our efforts to build and maintain strong relationships with our alumni.

28. If a graduate has a difficult time finding employment, what resources are available to him / her through your institution of higher education to find a job? What are the success rates of this effort?

We offer individual help and workshops on putting together and fine-tuning a résumé, how to construct a strong cover letter (and how to get your résumé and cover letter to work well together), how to develop and practice strong interviewing skills (as well as offering mock interviews), how to network and how to conduct a job search. We also offer etiquette dinners twice a year that train students on what to wear to interviews, how to conduct oneself at an interview, and specifically how to handle business dinner/dinner interview situations.

All of these services are marketed heavily to our students while they're here, and they continue to be available to our graduates after they've moved on. Our policies state that we'll continue to work with our graduates for one semester after they graduate, but in practice we've always worked with our graduates for as long as help is needed. Because our resources our limited, we focus on the students that are enrolled, but we recognize that students may not have chosen to take advantage of the Career Services department while they were here, and we do our best to help them even if it's been awhile since they graduated. We have very good success working with students through the Career Center. Much of our energy over the last couple of years has been in marketing to the student body and in making sure our students are aware of the services they can receive through the Career Center.

We have very good success working with students and alumni in helping them find a job. Some of that is obviously impacted though by the choices the student continues to make. If students are committed for whatever reason to staying in the San Luis Valley, it's going to be much more challenging for them to find work because the opportunities are extremely limited here. If a student states that they want the highest earning potential possible, but they won't leave the state of Colorado, that's also going to limit their chances for success since salaries skew higher on both coasts than in the Mountain West region.

We network with all of the college and university Career Centers in the State of Colorado through the Collegiate Career Services Association of Colorado & Wyoming (CCSA) and that has allowed us to be involved in the Colorado Consortium for job postings. The Colorado Consortium allows employers to post their open job announcements in one place, and that information is communicated to every college and university who participates in the consortium. These jobs along with all of the other job announcements we become aware of, *are posted in our Grizzly Careers online program (linked to career.adams.edu) which are available to our current students and our alumni.*

29. What efforts is your institution undertaking to receive input from Colorado businesses to prepare graduates that meet their workforce needs? How often do the Colorado businesses that you work with actually hire your graduates?

    We offer a local employment job fair every fall, and we offer a regional/national career fair in the spring. Career counseling staff are currently working hard with faculty to obtain specific information about the companies that hire each academic department's students so that we can be intentional about inviting those companies to our on-campus recruiting events. Companies like the Department of the Interior/Office of Surface Mining have worked directly with ASU to develop programs that will train our students to meet their employer needs. We work closely with numerous Colorado businesses like Spanish Peaks Regional Health Center, Parkview Medical Center, St. Mary Corwin Medical Center and the San Luis Valley Health Center (and others) to train nurses who are hired by these organizations after graduation. Other Colorado companies like Crossroads/Turning Points, Sherwin Williams, Enterprise Rent-a-Car and others have strong relationships with our Career Center and work closely with us to recruit students for their employment opportunities. ASU teacher education career advisors help place our students in schools across the state.

<u>Performance: Persistence, Completion, Closing the Gap</u>

30. Since the Lt. Governor announced the "Master Plan" for institutions of higher education, please describe the following:

    a. If applicable, has your institution of higher education reduced the amount of time to credential their graduates? If applicable, has your institution of higher education reduced the amount of time to receive a 2-year or 4-year degree? Please distinguish percentages based on demographics, underserved communities, gender, etc.

       The best way to get our students to graduate more quickly is to have them complete more hours each year. We have done that in two primary ways. First, we encouraged more students to take summer classes and even redesigned several degrees in order to facilitate earlier degree completion for summer students. This approach worked very well until the Federal government eliminated the summer Pell grant. Without Federal financial *aid, most of our students cannot take summer classes and our summer enrollments have dropped accordingly.*

The second approach is the implementation, in Fall 2010, of a comprehensive campaign called "Finish in Four. It is designed to encourage students to take 15 hours through a campus-wide marketing campaign, training programs for academic advisors on the benefits of taking 15 hours, and a change in our tuition structure such that 12 hours costs the same as 15. This allows students to "take four courses and get the fifth one free".

As shown below, the impact of the Finish in Four campaign has been impressive.

Year	*Average Credit Hours per Student*
2005 thru 2009	*23.7*
Fall 2010	*24.6*
Fall 2011	*25.2*
Fall 2012	*25.7*
Fall 2013	*26.2*

In fall 2009, Adams State students took an average annual load of 23.7 hours. By the fall of 2013, that load has increased by nearly 11%. Over time, this increase will have a significant impact on time-to-degree for our students.

We do not have good institutional data on the time to degree rates of our students by demographics.

b. What is your institution of higher education doing to retain students? What is your retention rate? Please distinguish percentages based on demographics, underserved communities, gender, etc.

Retention of current students is a top priority at Adams State. We track our progress, implement new programs based on best practices, and assess the impact of those new programs. Recently, we have revised our first-year experience program and expanded the number of learning communities available to students. Our undergraduate retention rates (3 year averages) are as follows:

- *Freshman to Sophomore: 54%*
- *Sophomore to Junior: 73%*

- *Junior to Senior: 72%*
- *Senior to Graduation (or fifth year): 70%*

There is substantial variation in the retention rates of Adams State students. The most important factor in student success is student preparation. Among first year students who enter ASU with an Index score of 100 or above, the retention rate is 66%. Among those students who enter with an Index score of 70 or less, the retention rate is 45%. Some of the first year retention rates by demographics are as follows:

- *Colorado Residents 57%*
- *Non-Residents 49%*
- *Residents of the San Luis Valley 58%*
- *Men 51%*
- *Women 57%*
- *Whites 56%*
- *Hispanic 54%*
- *Black 53%*
- *First generation 58%*

c. Does your institution of higher education experience an attainment gap? If so, what is the institution doing to remedy such issues?

1. *There is very little difference in the success rates between our students by their ethnic/racial background. Hispanic and Black students retain at rates similar to the majority students. However, because minority students accumulate slightly fewer hours each term, they take longer to graduate. Among those students who entered in Fall of 2007, 30% of White students had graduated in 6 years. The graduation rate for Hispanic students was 24%. For Black students, the six year graduation rate was 20%.*

<u>ASSET</u>

31. Last session, we passed Colorado Asset (S.B. 13-033) so that undocumented students are able to receive in-state tuition. How many undocumented students is your institution of higher education currently serving?

Two.

2:20-3:00 COLORADO STATE UNIVERSITY SYSTEM

Higher Education Funding Request and Options for Statutory Change

1. Clarify your plans for tuition and fee increases in FY 2014-15.

   The Colorado State University System plans to adhere to the 6% voluntary tuition increase limit for resident undergraduate students. Other students may face higher charges.

2. How will low income students fare under your plan for FY 2014-15 tuition increases and financial aid allocations?

   The CSU System will continue to allocate 20% of any resident undergraduate tuition increase to institutional need based aid, so in general the lowest income students should not be negatively impacted.

3. Several years ago, the Colorado Legislature gave flexibility to institutions of higher education to set your own tuition costs (S.B. 10-003). What is your opinion of this statute and is it time for change?

   The Colorado General Assembly provided flexibility to higher education systems in Colorado because they recognized that declining funding and bureaucratic red tape caused by statutory regulation was a problem. In fact, they recognized that if the state provided the same per pupil funding as it did 15 years ago they would need to put almost $1.2B into higher education. We can see no reason to remove this needed flexibility.

4. What recommendations do you have for the Joint Budget Committee and the General Assembly to make the funding for higher education more equitable across institutions?

   In the past our system has participated, proposed, and reviewed dozens of funding models over the years. Each has had pluses and minuses and various related issues. We support the current model because it represents a negotiated compromise between institutions that allows many factors to be addressed without harming any particular school. This in our mind is the best type of model.

5. How does your institution define “need based aid”, “merit based aid”, and “work study”? Do you have a position on the staff recommendation to clarify financial aid statutes?

Need-based Aid: Aid awarded to students to offset demonstrated need based on the following formula. Cost of Attendance - (Expected Family Contribution + Other Resources) = Need
Merit-based Aid: Aid awarded to students based on their academic, artistic, athletic or other special accomplishments.
Work-Study: Aid awarded to students that is earned through work in part-time jobs while they are enrolled.
Financial Aid Statutes: Although we are very supportive of resources being dedicated to need based aid, we also feel that there is value in providing merit based aid in working to keep our best and brightest students in the State of Colorado.

Financial Performance

6. Please provide composite financial index figures for each of your institutions. How does CSU Pueblo fare in comparison to Fort Collins?

The composite financial index is not a model widely adopted by higher education and in large part was abandoned in the mid-2000's. We would be happy to run the model but need some time to accomplish that task.

Tuition Increases: Cost Drivers

7. What does it cost you to educate a student? Is your tuition above or below that amount?

It costs $18, 694.45 annually to educate a student; CSU's resident undergraduate and graduate tuition is below this amount.

Undergraduate	*FY13 Annual Tuition*
Resident	*$6,875*
NonResident	*$22,667*
Graduate	
Resident	*$8,392*
NonResident	*$20,582*

At CSU-Global Campus, for a traditional online course, our costs are around $200 per credit hour which is below the amount we charge (undergrad $350-315; grad $500-$450).

CSU-Pueblo: The cost to educate an undergraduate student is $9,980 and $10,718 for a graduate student. Current resident, undergraduate tuition is $5,494 and resident, graduate tuition is $6,240. Non-resident, undergraduate tuition is $15,816.

8. If tuition were lowered would more students come? Would it increase overall revenues if tuition were less? What is the breakeven point?

   This last year we held tuition to 0% at CSU-Pueblo and placed more money in financial scholarships to try and attract more students. The experiment failed and so it is not apparent to us that lower tuition equates to increased enrollment.

   CSU-Global is already less expensive in total than its online competitors, and we have found that students are less concerned about costs than they are about quality of service. The business model of CSU-Global has scale efficiencies so while increases in revenues have less impact, if enrollment were to drop to below 3,000 active students the cost per credit hour increases.

9. Since FY 2000, how have your operations costs increased and by what percentage? Please describe reasons for operational cost increases.

   Operation costs have increased $17.9 million, 74.1% between FY2000 and FY2013, due to increases in capital, utilities, rentals, new and renovated building, and salaries. These figures are not inflation adjusted.

   SEE SCHEDULE A ON PAGE 229

   CSU-Global opened its doors to students in Sept. 2008. Since that inception, costs per credit hour have decreased as enrollment has grown and as the university has made investments in technology.

   CSU-Pueblo: Operation costs since FY2004 have increased by an average of 6% per year, 88% overall. Instruction costs have increased $8.3mil since FY2004.

10. For institutions of higher education that are in rural areas of the state, are there increased operational costs? Please explain.

    CSU-Global's cost per credit hour remains the same for students throughout Colorado and beyond.

    CSU-Pueblo: Pueblo is not considered a rural area of the state. Operational costs would be expected to be the same as a metropolitan area.

11. Since 2000, please provide a breakdown of your administrative costs and the percentage of annual increases.

SEE SCHEDULE B ON PAGE 229

CSU-Global Campus

	Expenses	% Change	Revenues	% Change
2008	*$ 3,226,394*			
2009	*$ 4,587,477*	*42%*	*$ 1,684,323*	
2010	*$ 2,951,743*	*-36%*	*$ 6,367,137*	*278%*
2011	*$ 1,183,187*	*-60%*	*$ 17,009,947*	*167%*
2012	*$ 4,131,357*	*249%*	*$ 25,246,341*	*48%*
2013	*$ 5,820,294*	*41%*	*$ 35,173,005*	*39%*

CSU-Pueblo

	Total	Annual Percent Change
FY2002	*5,471,424*	
FY2003	*5,134,920*	*-6%*
FY2004	*5,081,016*	*-1%*
FY2005	*5,325,869*	*5%*
FY2006	*5,836,994*	*10%*
FY2007	*6,020,712*	*3%*
FY2008	*6,298,292*	*5%*
FY2009	*7,389,087*	*17%*
FY2010	*7,529,052*	*2%*
FY2011	*8,026,987*	*7%*
FY2012	*8,434,674*	*5%*
FY2013	*7,444,972*	*-12%*

12. Please provide a breakdown of the salaries for administration positions, faculty, etc.

Employee Group	*Sum Annual Salary*	*Percent Annual Salary*
Faculty	*$141,892,542*	*28.8%*
Faculty (Transitional)	*$3,612,288*	*0.7%*
Grad. Asst.	*$57,988,627*	*11.8%*
AP	*$200,861,568*	*40.8%*
Post Doc.	*$10,834,606*	*2.2%*
Post Doc. Intern	*$454,104*	*0.1%*
State Classified	*$71,972,148*	*14.6%*
Vet. Resident	*$5,280,723*	*1.1%*

CSU-Global Campus:

Staff: $5,776,007.49
Faculty: $5,934,089.74
Total: $11,710,097.23 out of $27,403,061 in Total Expenses to $35,173,005 in Revenues

CSU-Pueblo:
FY13

Faculty	*$ 12,637,622.00*
Administrative	*$ 6,885,879.00*
Classified	*$ 4,742,289.00*
Total	*$ 24,265,790.00*

13. What is the percentage of full time faculty vs. adjunct faculty?
CSU

	Headcount			Percentage	
Employee Group	**Full-Time**	**Part-Time**	**Total**	**Count**	**Percent**
TT-Faculty	**987**	**58**	**1045**	**94.4%**	**5.6%**
Special Faculty*	**251**	**174**	**425**	**59.1%**	**40.9%**
Temporary Faculty	**15**	**225**	**240**	**6.3%**	**93.8%**
Total	**1,253**	**457**	**1,710**	**73.3%**	**26.7%**

Special appointments are normally used when positions are supported by sponsored programs or when funds are available only for the duration of the specific assignment. Faculty members on special appointment are not eligible for tenure. Special appointments may either be

full-time or part-time.

CSU-Global Campus: 7 FT Faculty; 364 Adjunct Faculty

CSU-Pueblo: As of November 5 2013, we had 183 "adjuncts" and 207 full time faculty, thus 47% adjuncts, 53% full-time faculty by headcount. Of course, an adjunct generally teaches fewer sections than a full-time faculty member; approximately75% of all fall 2013 course sections are taught by full-time faculty.

14. What is the ratio of students per faculty member at your institution of higher education?

Student Faculty Ratio is 17:1 following IPEDS and CDS operational definition.

CSU-Global Campus: 27:1

CSU-Pueblo: 22:1

15. What is the ratio of student tuition increases in comparison to salary for administration, faculty and other staff?

SEE SCHEDULE C ON PAGE 230*- Included within this schedule are the historical tuition rate increases for each category of student along with salary increases for each category of employee from 2000 to 2014. We have also included a limited data set for 2013 and 2014 indicating the resources generated through the respective tuition rate and the amount of these funds dedicated to cover the respective annual salary increase. The remaining funds were utilized to cover items such as need based financial aid and mandatory costs.*

CSU-Global undergraduate tuition has not increased since July 2011 ($299 to $350)
CSU-Global graduate tuition has not increased since Jan. 2012 ($399 to $450 July 1, 2011; and then from $450 to $500 on July 1, 2012)

CSU-Global's first cost of living salary increase since 2009 was a 3% increase in 2012; there have been no additional increases.

CSU-Pueblo: Student tuition increased by 6% per year.
In the past 5 years administration has had no increase in salary and faculty & staff received a $3,000 raise last fiscal year only.

16. How will the Affordable Care Act decrease health care costs for employees? Does your institution of higher education anticipate long-term savings? If so, please explain.

CSU does not anticipate any savings from the ACA. Conversely, we anticipate an increase to overall premium costs (ER and EE) in the order of $750k - $1M annually. This is driven by two components. First, the imbedded 'fees' such as the PCORI and Transitional Reinsurance Fee -resulting in a net increase of cost to the plan of approximately $550k/yr. (for the next three years unless extended) and second, an anticipated increase to plan costs for additional services provided (range likely in the order of $200-450k annually with a projected growth of 8% in perpetuity).

CSU-Global and CSU-Pueblo are part of the CHEIBA Trust and if there is no change in that relationship it is expected that health care costs will continue to increase.

It is not at all clear that the affordable care act will reduce health care costs for employees. At best it may marginally reduce the rate of increase. The Act has actually resulted in increased costs in the form of fees and taxes that raise premiums for employees. For example our premium increase for 2014 will be approximately 5.5% of which on 1.9% can be attributable to projected claims costs and the balance of approximately 3.5% is due to ACA fees and taxes. It is by no means certain that ACA will be any more successful at controlling costs than any of the long succession of other measures utilized over the last 30 years.

Theoretically it is possible that by requiring everyone to purchase health insurance, the cost of paying for uninsured health care consumers will no longer be transferred to insured users. If that happens there might be a marginal reduction in the cost growth for our employees. Putting ACA related fees and taxes aside, ACA may have a marginal short term benefit in slowing the rate of increase in the cost of health care, but it is very unlikely to reduce costs.

Workforce Needs and Employment After Graduation

17. Please provide information regarding what your institution of higher education is currently doing to ensure job placement.

At Colorado State University in 2012-13:

- *a) 949 unique employers hired; 737 were from Colorado; over 500 actively recruited on-campus*
- *b) CSU students were accepted to 152 graduate schools*
- *c) 10,500 Job and Internship Postings on CSU's CareerRam website*
- *d) Over 3,000 on-campus interviews*
- *e) 12 unique career fairs were hosted*
- *f) 11,000+ students received 1:1 career coaching*
- *g) 10,000+ students received group career training*

h) Senior class projects were offered by companies in multiple senior capstone courses

CSU-Global has a 24x7 Career Center available to current students and alumni that provides information and support on Finding a Job, Landing a Job, Keeping a Job; with free services that include resume and cover letter creation assistance, career coaching, workshops, seminars, and a searchable database for jobs.

CSU-Pueblo: In regards to student job placement, CSU-Pueblo Career Center, academic departments and colleges have a shared mission to provide career services to all students and alumni of CSU-Pueblo. These services include assisting students and alumni in the development of career objectives, obtaining relevant work experiences, and the development of the necessary skills to conduct successful self-directed job searches. CSU-Pueblo's goal is to have students employed upon graduation in their chosen career fields.

Students are first provided career information in relation to their chosen academic majors. These individuals, along with students who have not yet determined a career path, are provided an opportunity to explore careers through one-on-one advising meetings and self-directed assessments including the Strong Interest Inventory® and Myers-Briggs Type Indicator®. As their academic plan unfolds, answers to "What can I do with this major?" are provided directly and supported through the use of software programs that assist with advising students with what careers are associated with various academic majors. All areas welcome employers to campus to host informational sessions and participate in class activities which allow for student engagement and career exploration.

It is the intent of the Career Center, academic departments and colleges to assist students in developing career objectives and plans. These plans should include relevant work experiences through paid and/or un-paid internships as well as full- and part-time employment experiences while attending college. To assist in these areas, the university has a dedicated internship coordinator position and the individual departments and colleges assist in identifying internship and employment experiences.

Once career paths have been chosen, students are then informed about "soft skills" that are expected by the workforce. Various desirable soft skills are demonstrated and taught such as how to create an "executive presence," how to create an online image and proper business dinner etiquette. Interview techniques are presented to students as well as resume assessments. By using actual interview opportunities, students are coached to be successful in making that most important "first impression."

The Career Center, faculty and key department staff collaborate to build strong working relationships with employers to provide students with career opportunities. A master online job board is facilitated through the Center as well as the coordinator of Career, Internship, and Teacher Education Fairs. These are opportunities for students to apply for jobs and *internships from many of the area and national employers. All on-campus recruiting activities by potential employers are coordinated by the Career Center as well. Students are timely informed of all recruiting activities and are advised to attend in proper business attire.*

18. Once students graduate from your institution of higher education, what is the percentage that use their degree to find employment?

72% of employed CSU graduates in 2012-13 stated that their employment was related to their degree.

- *The above rate varies by academic college*
    - *Health and Human Sciences = 81% related to degree*
    - *Vet, Med, Biosciences = 79% related*
    - *Natural Sciences = 68% related*
    - *Liberal Arts = 49% related*
    - *Natural Resources = 81% related*
    - *Business = 81% related*
    - *Agricultural Sciences = 82% related*
    - *Engineering = 87% related*

CSU-Global Campus

- *95% of alumni are working for pay; alumni average salaries increased 20% twelve months after graduation (Feb. & Nov. 2013 survey data).*
- *38% of alumni believe that their CSU-Global degree helped them get a better job in their field (Spring 2012 Alumni Survey).*
- *27% of alumni believe that their CSU-Global degree helped them get a job in a new field (Spring 2012 Alumni Survey).*
- *41% of alumni believe that their CSU-Global degree helped them get a promotion in their current organizations (Spring 2012 Alumni Survey).*
- *64% of alumni believe that their CSU-Global degree helped them increase their job security in their current organizations (Spring 2012 Alumni Survey).*

CSU-Pueblo - 45 of 58 alumni responses from those who graduated since 2000 stated that they agreed or strongly agreed that they are employed in a position related to their CSU-Pueblo degree (78%). (These are from alumni who responded to an online survey which opened in 2010.)

19. What is the average wage of your graduates?

The average full-time salary for 2012-13 was $45,692

CSU-Global Campus: 55% are earning more than $55,000/yr (Feb. 2013 Survey)

CSU-Pueblo: From a study conducted by collegemeasures.org (conducted jointly with CDHE), data are available for those with unemployment insurance coverage in Colorado. From the data available, of those 1,022 bachelor degree completers over the 5-year period of the study (namely 27% of all completers), the median income was $37,726. Of those 97 master degree completers over the 5-year period of the study (namely 26% of all completers), the median income was $56,055.

20. If a graduate has a difficult time finding employment, what resources are available to him / her through your institution of higher education to find a job? What are the success rates of this effort?

Graduates can take advantage of the full-range of career services offered by The CSU Career Center for 1 year after graduation, and then have access to an Alumni Career Advancement coach for life, through a partnership with the CSU Alumni Association and CSU Career Center.

Over 1,000 alumni were served through the above services in 2012-13.

CSU-Global has a 24x7 Career Center available to current students and alumni that provides information and support on Finding a Job, Landing a Job, Keeping a Job; with free services that include resume and cover letter creation assistance, career coaching, workshops, seminars, and a searchable database for jobs. CSU-Global also provides alumni with ongoing access to its 24x7 research Library.

- *95% of alumni are working for pay; alumni average salaries increased 20% twelve months after graduation (Feb. & Nov. 2013 survey data).*

CSU-Pueblo: CSU-Pueblo alumni are offered the same career services afforded current students. Currently these services are offered free of charge by the Career Center and Alumni Office. Opportunities include assistance obtaining relevant work experiences, access to the online job board, development of new career objectives and plan, and use of all online and one-on-one career support needed to conduct successful self-directed job searches. In many cases alumni are assisted with the development of new academic plans that require re-tooling their current skills in new career paths. Currently, there is no success rate tracking available.

21. What efforts is your institution undertaking to receive input from Colorado businesses to prepare graduates that meet their workforce needs? How often do the Colorado businesses that you work with actually hire your graduates?

Each CSU Academic College has a Dean's leadership council consisting of representatives from various industries around the state of Colorado, most of which actually hire CSU students.

The Career Center has an Employer Advisory Board composed of 14 Colorado organizations, all of which actually hire CSU students.

Feedback is gathered from over 400 unique employers that attend CSU Career Fairs on an annual basis.

The CSU offices of research, corporate relations, alumni relations, career services, external relations, and CSU ventures meet monthly to discuss corporate feedback, trends, and engagement, in order to ensure continuous process and relationship improvement.

80% of employed CSU graduates in 2012-13 were employed in the State of Colorado.

CSU-Global uses Industry Advisory Councils to provide feedback on the learning outcomes and goals for all of its degree programs.

CSU-Pueblo: Input from Colorado businesses on their workforce needs is gleaned through both formal and informal ways at CSU-Pueblo. Formal methods include advisory boards that provide input on workforce needs and professional standards. These boards exist at all levels of the university and include the president, colleges, and individual academic departments. Because of their professional backgrounds, extensive experience, and current workforce knowledge, these individuals provide vital information to ensure curriculum remains current, and graduates remain competitive in the marketplace.

Additionally, CSU-Pueblo has a Career Center funded through student fees which provides numerous services to students to help prepare them for job opportunities following graduation. Career Center services related specifically to business input include posting job opportunities, hosting three job-related fairs each academic year, and arranging for businesses to do on-campus recruiting of students. These fairs generally include as many as 50 different organizations interested in meeting CSU-Pueblo students, either for internships or job placement. Close to 400 organizations have provided internships to CSU-Pueblo students during the past five years.

Our membership in the National Association of Colleges and Employers (NACE) provides information directly from employers about preferred job skills and methods students can employ to conduct job searches.

Finally, informally, the president is very community oriented and is an ex-officio member of the Pueblo Economic Development Corporation, and works closely with the Greater Pueblo Chamber of Commerce and the Latino Chamber of Commerce. Such community involvement offers opportunities for business leaders to directly provide input to the president on majors, faculty, students, and curriculum.

Currently, the university has no data on the number of Colorado businesses who hire CSU-Pueblo graduates.

<u>Student Loans</u>

22. What is the loan default rate of graduates of your institution? If high, what steps are you taking to address it?

3-year cohort default rate: 4.8%

CSU-Global Campus - FY 2011 2 yr Cohort Default Rate: 3.4%, FY 2010 3 yr rate Default Rate: 4.8%. CSU-Global has retained a reputable and established organization that will be conducting outreach, beginning January 1, 2014; to students who have either stopped attending classes for 6 months or who have graduated to ensure that the students understand their repayment responsibilities and to help them take the necessary steps for repayment or deferral.

CSU-Pueblo: 15%. We have started to analyze our defaulted students, and a comprehensive report will be available in January 2014. We have dedicated staff time toward examining cohort default rate challenges and appeal processes, more aggressive skip tracing practices, and utilization of delinquent borrower reports available. We have also started using SALT, a financial literacy and student debt management program, and hundreds of students and alumni have signed up to date.

23. What is the average amount of time that it takes your graduates to repay their student loans?

This is not readily available, if at all. The Department of Education's standard repayment plan is 10 years.

<u>Performance: Persistence, Completion, Closing the Gap</u>

24. Since the Lt. Governor announced the "Master Plan" for institutions of higher education, please describe the following: **SEE SCHEDULE D ON PAGE 231**

a. If applicable, has your institution of higher education reduced the amount of time to credential their graduates? If applicable, has your institution of higher education reduced the amount of time to receive a 2-year or 4-year degree? Please distinguish percentages based on demographics, underserved communities, gender, etc.

CSU-Global average time to completion is 22 months.

b. What is your institution of higher education doing to retain students? What is your retention rate? Please distinguish percentages based on demographics, underserved communities, gender, etc.

CSU-Global has Student Support representatives that work with each student prior to his/her first class to ensure readiness for course work. The university also provides an Enrollment Agreement prior to a student's first class that outlines how many credits can be transferred, how many are left to complete for the selected degree, how much it will cost the student to complete the degree, and how much Federal Financial Aid is available to the students. Once a student is actively taking classes, he/she is assigned a Student Advisor through to graduation.

The 4-year cohort retention rate (Fall 2009 to Fall 2013) is 78% (45% graduated, 33% still actively taking classes). The statistical difference between the 4-year cohort retention rate and that of First Generation, underserved populations, and the military population is less than 2%.

c. Does your institution of higher education experience an attainment gap? If so, what is the institution doing to remedy such issues?

No, but the university actively strives to increase retention rates for all of its students on a continual basis with an ongoing committee on retention.

<u>ASSET</u>

25. Last session, we passed Colorado Asset (S.B. 13-033) so that undocumented students are able to receive in-state tuition. How many undocumented students is your institution of higher education currently serving?

Fall 2013: 8 students enrolled

3:00-3:10 BREAK

3:10-3:30 FORT LEWIS COLLEGE

Higher Education Funding Request and Options for Statutory Change

1. Please clarify your plans for tuition and fee increases in FY 2014-15.

   The college is planning the following tuition and fee increases in FY 2014-15:

   - *Resident Tuition (Student Share): Increase of 6% or $322 annually, from $5,232 to $5,554. The Board of Trustees will determine the exact increase in February 2014.*
   - *Non-Resident Tuition: No increase, annual tuition to remain at $16,072. This will be the 5th year in a row of holding nonresident tuition flat.*
   - *Mandatory Student Fees: Maximum increase of 1.1% or $19.50 annually from $1,690.50 to $1,710. The amount indicated represents the requested and, therefore, maximum increase. The college is currently conducting the fee approval process which includes Student Fee Review Board (7 students) review and recommendations followed by Budget Committee review and recommendation to the Board. The Board of Trustees will determine the exact increase in February 2014.*

2. How will low income students fare under your plan for FY 2014-15 tuition increases and financial aid allocations?

   In FY 2013-14, Fort Lewis College anticipates receiving $870,000 in Need Based Aid from the State, and $265,000 in work study. To these amounts, the college and foundation add approximately $9.8M in institutional aid. With the inclusion of federal aid, regardless of the type of aid offered, Fort Lewis is able to meet approximately 56% of the total need of a typical incoming class.

   Currently, the college awards $2,000 of state allocated need based aid to students that have a need of at least $7,621 (150% of Pell eligibility). The proposed increase in need-based grant funding will allow Fort Lewis College to award these grants to more students, rather than increase the amount per student. In the Fall 2013 class, there were 1,495 students at Fort Lewis College meeting this qualification; the college was only able to fund approximately 435 of these students. The anticipated increase in need based grant will allow the college to help *approximately 150 more students.*

3. Several years ago, the Colorado Legislature gave flexibility to institutions of higher education to set your own tuition costs (S.B. 10-003). What is your opinion of this statute and is it time for change?

   With the volatile nature of state revenues, the tuition flexibility offered in SB 10-003 is extremely important to Fort Lewis College. In August 2011, the University of Denver's Center for Colorado's Economic Future issued a report titled "Financing Colorado's Future: An Analysis of the Fiscal Sustainability of State Government." The report found that by FY 2023-24 "Colorado will generate only enough sales, income and other general-purpose tax revenue to pay for the three largest programs in the General Fund – public schools, health care and prisons. There will be no tax revenue for public colleges and universities, no money for the state court system, nothing for child-protection services, nothing for youth corrections, nothing for state crime labs and nothing for other core services of state government." The report has recently been updated by the Colorado Futures Center at Colorado State University, and while the date has moved to 2029-30, the outcome remains the same; barring substantive statutory or constitution change, state funding for higher education will decline to zero.

   Fort Lewis College has adopted a multi-year budget process to help the Board of Trustees and campus constituencies put financial decisions into a context of the potential loss of state revenues over time. The tuition flexibility afforded in SB 10-003 has helped the college to gradually increase tuition rates over the last four years. If the projections in this study come to fruition, all institutions must be ready to support operations solely from tuition and private support.

   As a result of SB-10-003, the College proposed and the CCHE approved a Financial Accountability Plan whereby resident tuition was effectively increased by 19.8% and 18.6% in FY 2011-12 and FY 2012-13, respectively. The tuition increase was accomplished by both closing the "tuition window" and increasing the per credit hour charge. In those years, institutional need based aid was increased to mitigate the tuition increase for students showing a need of up to 150% of Pell eligibility. Despite these increases, Fort Lewis College still has the ***second lowest resident tuition and fees among all four-year institutions*** *in the State of Colorado.*

4. What recommendations do you have for the Joint Budget Committee and the General Assembly to make the funding for higher education more equitable across institutions?

   Fort Lewis College is very supportive of the Governor's budget request for an 11% General Fund increase for each governing board. For future years, if state funding increases, the

College would support the development of a new allocation methodology. Colorado has not had a consistent funding formula for higher education in many years. Over the last decade Colorado higher education has experienced many changes, including governance changes, stipends, fee for services, enrollment variations, role and mission changes, and, most importantly, differentiated funding increases and reductions. The current General Fund per student shows little consistency by role and mission or by size of institution. A new allocation methodology should be student-based, and provide for predictable funding for institutions. A new funding methodology could consider various attributes, including:

- *Institutional size*
- *Role and mission*
- *Recognition of fixed and variable costs*
- *Total funds available*
- *High cost programs*
- *Performance – or "Outcome" funding*

5. How does your institution define "need based aid", "merit based aid", and "work study"? Do you have a position on the staff recommendation to clarify financial aid statutes?

Fort Lewis College uses the following definitions:

- *Need Based Aid: The college uses information received from the Federal Application for Federal Student Aid (FAFSA). Students that have a cost of attendance greater than the Expected Family Contribution (EFC) are considered to be in need.*
- *Merit Based Aid: Aid awarded based upon any criteria other than financial need. The college's merit program considers application date, high school GPA and test scores to determine award level.*
- *Work Study is awarded to students with financial need that express a willingness to receive part of their aid package for working.*

Fort Lewis College believes that clarifying financial aid definitions in statute could be beneficial, in order to consistently allocate and award aid. The college further agrees that the state would be better served by redirecting the proposed merit-based aid to need-based aid.

<u>Native American Tuition Waiver</u>

6. Provide an update on your efforts to get federal changes related to the Waiver requirement.

Fort Lewis College is in its third year of advocating for federal legislation to help alleviate the financial burden to the State of Colorado of non-resident Native American student tuition. In the first session of the 113th Congress, the college has made seven trips to Washington D.C. to meet with congressional members, staff, and national education and tribal organizations. Momentum continues to increase for the legislation, as the number of co-sponsors has *doubled from 20 in the 112th Congress to 41 in just the first session of the 113th Congress. In July, Governor Hickenlooper opened an office in Washington D.C. that advocates for Colorado interests. Ms. Jena Griswold, who operates the Governor's D.C. office, has generously offered additional support for the tuition waiver legislative effort by attending Hill meetings and assisting with resolutions of support from the National Governors Association.*

Tuition Increases: Cost Drivers

7. What does it cost you to educate a student? Is your tuition above or below that amount?

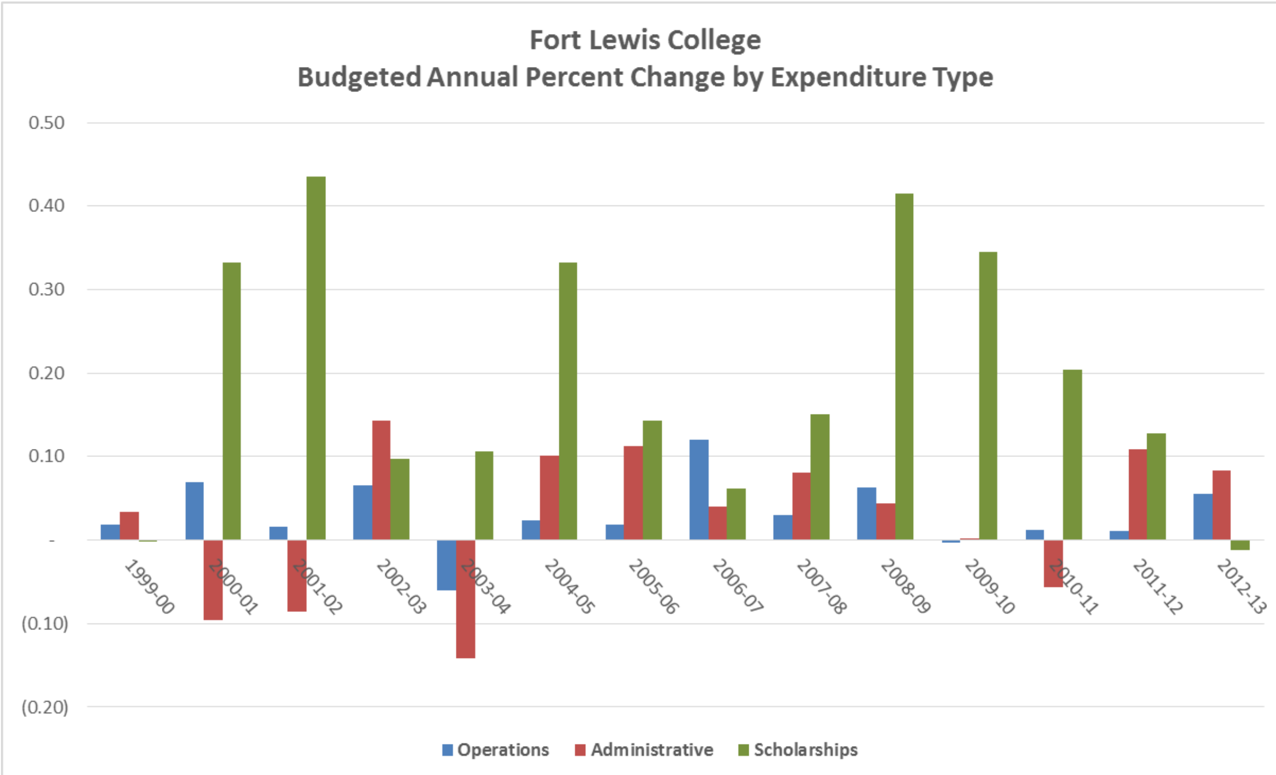
   The cost to educate a student is a calculation that divides total Education & General Fund expenditures by the total student FTE. The college performs this calculation annually. The FY 2013-14 budget cost per student is $13,729. Resident and non-resident tuition represents 38.1% and 117.1% of cost per student, respectively.

8. If tuition were lowered would more students come? Would it increase overall revenues if tuition were less? What is the breakeven point?

   The Board of Trustees carefully considers how the college compares to both other Colorado institutions and peers within the Council of Public Liberal Arts Colleges (COPLAC). In FY 2013-14, Fort Lewis College has the ***2nd lowest combined resident tuition and fees in the state*** *when compared to other four-year institutions. When the college compares resident tuition to our COPLAC peers, Fort Lewis College's resident tuition and fees is 75% of the COPLAC average. Even though our cost is one of the lowest in the state, the college has seen a decrease in resident enrollment, as students are staying closer to home. Because Fort Lewis College is already one of the best values in the state, we do not believe that lowering tuition rates would increase enrollment.*

9. Since FY 2000, how have your operations costs increased and by what percentage? Please describe reasons for operational cost increases.

   Higher education expenditures are tracked using the National College and University Business Officers established program categories: Instruction, Public Support, Academic Support, Student Support, Institutional Support and Operation and Maintenance of Plant (OMP). For purposes of this and question 11 below, Instruction, Academic Support, Student Support and OMP have been combined to represent "operations" and Institutional Support is used to represent "Administrative" costs. The chart below shows the annual percent change from previous year from FY 1999-00 through FY 2012-13.



The chart shows there is much variation in these categories from year to year. These annual changes in operations and administration are driven by state funding levels, enrollment projections, changes in non-discretionary expenses, and salary and benefits increases. Additionally, in recent years, federal and state mandates have driven an increase in the resources devoted to compliance.

10. For institutions of higher education that are in rural areas of the state, are there increased operational costs? Please explain.

Fort Lewis College is situated in both a rural and tourist/resort economy. As a result, Durango tends to have a higher cost of living than most other cities in the state. Our costs will be impacted by the rural nature of our location; we have limited ability to hire adjunct faculty, for example. But a more important cost "driver" is our location in a resort community. This higher cost of living is driven primarily from housing prices. However, grocery and gasoline prices also add to the increased cost to live in Durango. This higher cost of living produces the need to pay faculty and staff higher salaries than many of our competitors, due to the fact that the college recruits nationally. Additionally, because of our remote location and not having easy access to the front-range corridor, travel and recruiting costs are higher.

Furthermore, as a small institution, the college is not afforded the economies of scale as the larger universities; there are fewer students to cover the cost of administrative units.

11. Since 2000, please provide a breakdown of your administrative costs and the percentage of annual increases.

    See the response to question 9 above.

12. Please provide a breakdown of the salaries for administration positions, faculty, etc.

    The following chart shows the total budgeted salaries in the three employment categories tracked by the college over the last five fiscal years; the second chart shows the percentage of each category to the total:

Fort Lewis College – Budgeted Salaries by Employee Classification					
	FY 2013-14	***FY 2012-13***	***FY 2011-12***	***FY 2010-11***	***FY 2009-10***
Faculty	*12,749,365*	*11,826,679*	*10,991,971*	*11,185,897*	*10,992,556*
Exempt Staff	*8,885,975*	*7,930,288*	*7,631,574*	*7,424,652*	*7,603,822*
Classified Staff	*3,823,640*	*4,002,571*	*4,077,877*	*4,326,359*	*4,742,036*

Fort Lewis College – Percent of Budgeted Salaries by Employee Classification					
	FY 2013-14	***FY 2012-13***	***FY 2011-12***	***FY 2010-11***	***FY 2009-10***
Faculty	*50.1%*	*49.8%*	*48.4%*	*48.8%*	*47.1%*
Exempt Staff	*34.9%*	*33.4%*	*33.6%*	*32.4%*	*32.6%*
Classified Staff	*15.0%*	*16.8%*	*18.0%*	*18.9%*	*20.3%*

13. What is the percentage of full time faculty vs. adjunct faculty?

    The percentage of full time to adjunct faculty fluctuates depending upon the needs each semester; following is information regarding the fall semester over the last four years:

Fort Lewis College – Faculty Classification				
	Fall 2012	***Fall 2011***	***Fall 2010***	***Fall 2009***
Ongoing Faculty	*64%*	*59%*	*60%*	*59%*
Temporary Faculty	*36%*	*41%*	*40%*	*41%*

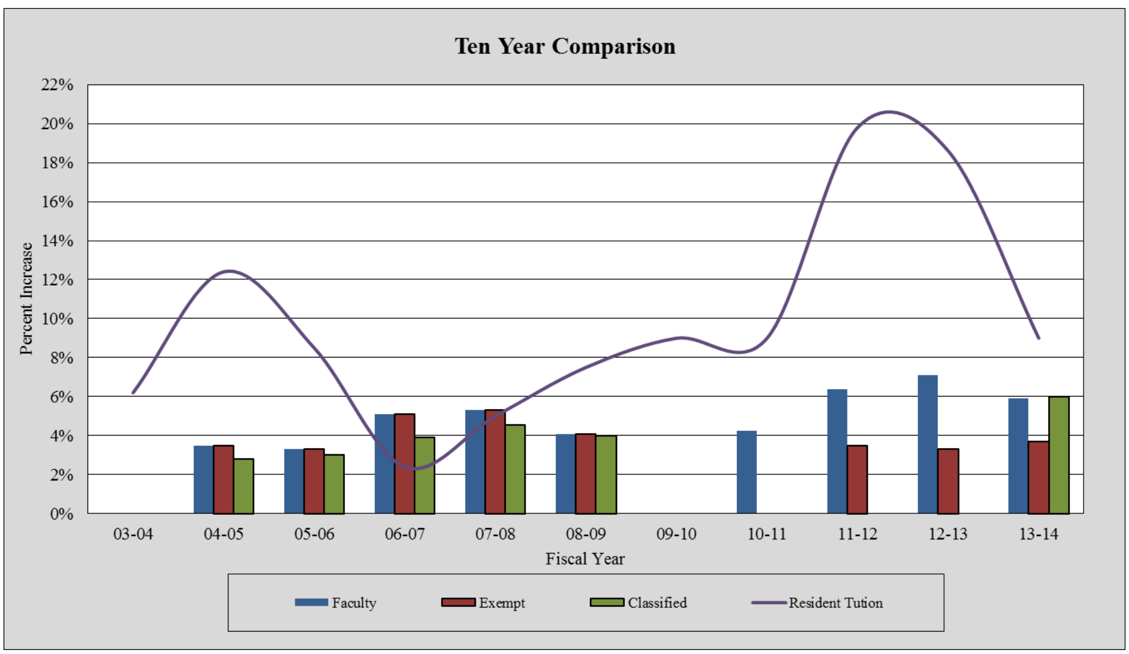
14. What is the ratio of students per faculty member at your institution of higher education?

Following are the student faculty ratios for the last five years:

Fort Lewis College – Student Faculty Ratio				
FY 2012-13	***FY 2011-12***	***FY 2010-11***	***FY 2009-10***	***FY 2008-09***
19.8:1	*18.5:1*	*19.1:1*	*17.6:1*	*18.2:1*

15. What is the ratio of student tuition increases in comparison to salary for administration, faculty and other staff?

The following chart shows salary increases by employee classification: Faculty, Exempt Staff and Classified Staff compared to Resident Tuition increases over the last eleven years.



16. How will the Affordable Care Act decrease health care costs for employees? Does your institution of higher education anticipate long-term savings? If so, please explain.

At this point in the implementation cycle, the college has actually seen an increase in insurance premium costs, as policies have been adjusted to become compliant with the Affordable Care Act (ACA). The college does not anticipate long-term savings to insurance premium costs unless a decision is made to decrease the amount contributed by the institution. The potential for the ACA to decrease health care costs for employees will only happen if total health care costs are reduced as a result of the act. Individuals may ultimately pay less for their individual care, after deductible expenses, maximum out-of-pocket expenses, etc., if the theories behind the implementation of the ACA hold true.

<u>Student Loans</u>

17. What is the loan default rate of graduates of your institution? If high, what steps are you taking to address it?

The standard loan default rate calculation is based upon all students, not just those who graduate. The default rate is calculated on a three year rolling cycle. The most recent published 3-year default rate for Fort Lewis College is 12.9%, down from the previous year's published rate of 14.6%. Studies have shown that the students who do not graduate are more likely to default. As such, the college is developing programs and policies to help ensure that students are successful and complete college.

18. What is the average amount of time that it takes your graduates to repay their student loans?

The standard repayment time on student loans is 10 years.

<u>Workforce Needs and Employment After Graduation</u>

19. Please provide information regarding what your institution of higher education is currently doing to ensure job placement.

The Career Services office at Fort Lewis College offer many different opportunities to help students prepare to gain employment. Students may schedule a one on one appointment with a Career Counselor to discuss an array of topics including resume building, interviewing, and internships. Numerous workshops are offered throughout the semester on similar topics and employers are often invited to assist in facilitating these workshops. Additionally, employers visit campus for information sessions and the bi-annual job fairs. Career Services offers a website full of content and provides students with an online job board, the Skyhawk's Job Source. Employers can post and edit jobs and internships free of charge, 24/7.

20. Once students graduate from your institution of higher education, what is the percentage that use their degree to find employment?

Based upon information collected in our study of subsequent enrollment and senior exit surveys, the college believes that immediately after graduation:

- *65 percent of graduates use their degree to get a job*
- *20 percent of graduates will take short term jobs (raft guides, wait staff, railroad, etc.) in order to stay in, and enjoy, the Durango area*
- *15 percent of graduates will attend another school within a year of graduation*

Additionally, five years after graduation 35% of graduates will enroll somewhere else subsequent to graduation (both 2 and 4-year subsequent enrollment).

21. What is the average wage of your graduates?

The college has two sources of information regarding the average wage of graduates:

- *The American Institute for Research and College Measures.org examined the economic success of college graduates this past year based upon information provided by five states, including Colorado. The investigation suggested that Fort Lewis College graduates earn an average of $33,000. Because wage data was only available for 15% of our students that completed over the time period of the study, this figure may not be representative.*
- *Data collected by the national organization Payscale.com found that Fort Lewis College graduates earn anywhere between $30,000 and $102,000 annually, with an average of approximately $41,000 for recent graduates.*

22. If a graduate has a difficult time finding employment, what resources are available to him / her through your institution of higher education to find a job? What are the success rates of this effort?

The services described #19 above are also available to alumni. The success rates of this effort are difficult to track, as students/alumni are not required to report their outcomes. The college is currently developing strategies to acquire this type of data.

23. What efforts is your institution undertaking to receive input from Colorado businesses to prepare graduates that meet their workforce needs? How often do the Colorado businesses that you work with actually hire your graduates?

The Career Services office is constantly in contact with employers. Many local and regional employers lead career-related workshops hosted by Career Services. The employers participate in the job fairs and come to campus to interview students and host information *sessions. Employers are invited to complete a survey after events and interviews to assist Career Services in making their visits more successful. The office has also developed internship agreements with many local agencies. Examples of local businesses hiring Fort Lewis College graduates include: Stoneage Tools, Alpine Bank, Wells Fargo, Bank of Colorado and Mercury Payment Systems.*

In addition to specific career services office activity, the individual schools and academic departments work continuously to develop and maintain relationships with employers. As an example, the accounting program within the School of Business Administration has been engaging in something they call the Accounting Roadshow for over a decade. That program takes high achieving accounting students to Denver every September for office tours, information sessions, and student professional development. Recent visits have included BKD, Eide Bailly, KPMG, Anton Collins Mitchell, Colorado Society of CPAs, and more. This activity has resulted in robust placement of accounting graduates for many years.

Fort Lewis College deans are extremely active in the local and state business community. This close interaction with the regional and Front Range business communities has resulted in a keen understanding of the needs of the business community regarding the development of their future workforce.

Performance: Persistence, Completion, Closing the Gap

24. Since the Lt. Governor announced the "Master Plan" for institutions of higher education, please describe the following:
    a) If applicable, has your institution of higher education reduced the amount of time to credential their graduates? If applicable, has your institution of higher education reduced the amount of time to receive a 2-year or 4-year degree? Please distinguish percentages based on demographics, underserved communities, gender, etc.

       The Master Plan was announced in October 2012. New initiatives aimed at accelerating credit accumulation and reducing the number of unnecessary courses students take should reduce time to degree for the entering cohort of 2013, with results available after FY 2016-17.

       As part of Fort Lewis College's reaccreditation process and in anticipation of the State's Master Plan, the College adopted a Quality Initiative to reduce completion time of our students. The average time to degree for first-time freshmen is 4.5 years. This rate has been stable for the last five years. The college is working to reduce the completion time using a combination of policy and advising changes, as well as, evaluating course offerings and maps to graduation. Based upon the changes discussed below, first year data indicates that these initiatives seem to be altering student behavior as anticipated.

       A policy was adopted during FY 2012-13, requiring that students complete 30 credits each *academic year to maintain eligibility for institutional merit scholarships. As part of the evaluation of course offerings, the following initiatives have been approved:*

- *Establishing policy that students must declare a major no later than by their completion of 45 credits.*
- *Publication of maps to graduation for each major that specify exactly which courses need to be taken during which semester to accomplish degree completion in four academic years.*

b) What is your institution of higher education doing to retain students? What is your retention rate? Please distinguish percentages based on demographics, underserved communities, gender, etc.

Our freshman retention rates, overall and for underserved populations are presented in Table 1. To improve the freshman retention rates, the college is pursuing three initiatives:

1. *A new model of student success and academic advising, backed by a significant investment in analytic systems that allow us to identify students at risk. The new model, which is being piloted in FY 2013-14, re-deploys our professional advising staff as academic success coaches to our new freshmen for their first three semesters. Success coaches will be leveraging several analytic systems to identify students at risk for attrition. They focus their outreach and intervention efforts on prioritized students. These analytic systems include:*
   - *<u>Map-Works</u>, which assigns risk to first-semester freshmen based on student responses to a survey and data from the Student Information System (pilot completed);*
   - *<u>Student Success Collaborative</u>, which assigns risk to students as they progress in various degree programs based on institutional data about student success in specific courses (pilot underway);*
   - *<u>Canvas</u>, the learning management system, which offers a grade book function that will flag students who are at risk in specific courses (pilot underway).*

2. *Implementation of four-year planning horizon:*
   - *Publication of maps to graduation for each major that specify exactly which courses need to be taken during which semester to accomplish degree completion in four academic years.*
   - *The acquisition of a new degree planning and tracking technology, which allows students to develop customized degree plans on a web-based system, and allows advisors to identify and intervene with students who have not developed plans or who have developed plans but are not following them.*

3. *Addition of financial incentives to our four-year graduation agreement program required by the Student Bill of Rights. Following the Bill & Melinda Gates pay-for-performance demonstration project model, the college is offering $500 scholarships, applicable to the next semester's educational expenses, to students each semester they stay on their plans.*

Table 1: 2011 First-Time, Full-Time Freshman Cohort Retention Rates							
	Gender		***Ethnicity/Race***			***Income***	
Overall	***Men***	***Women***	***White***	***Native***	***Hispanic***	***Pell Eligible***	***Not Pell Eligible***
61%	*57%*	*67%*	*64%*	*47%*	*67%*	*Not available*	*Not available*

Traditionally underserved populations at Fort Lewis College: Male students, Native American students, Pell eligible

c) Does your institution of higher education experience an attainment gap? If so, what is the institution doing to remedy such issues?

In the "Reducing the Gap" section of the Master Plan, an attainment gap is defined as the difference between an underserved population's achievement and the non-underserved population's achievement on a given metric. As shown in Table 2, in terms of the metric of six-year graduation, men are underserved compared to women, Native American students are underserved compared to white and Hispanic students and Pell eligible students are underserved compared to non-Pell eligible students. As Table 3 shows, the College has made progress in reducing the attainment gap for Native American students and Pell eligible students. The College is poised through our new model of student success and academic advising, backed by our investment in analytic systems that will allow us to monitor students in underserved populations, to systematically reduce the attainment gap for all underserved populations.

Table 2: 2007 First-Time, Full-Time Freshman Cohort Six-Year Graduation Rates							
	Gender		***Ethnicity/Race***			***Income***	
Overall	***Men***	***Women***	***White***	***Native***	***Hispanic***	***Pell Eligible***	***Not Pell Eligible***
37%	*32%*	*42%*	*40%*	*28%*	*41%*	*26.9%*	*37.3%*

Traditionally underserved populations at Fort Lewis College*: Male students, Native American students, Pell eligible students*

Table 3: Progress in Reducing Attainment Gap in Six Year Graduation Rate in Underserved Populations		
	Baseline: 2002	***Most recent: 2007***
Gap between Men and Women	*7%*	*10%*
Gap between Native American students and White students	*20%*	*12%*
Gap between Pell-eligible students and non-Pell eligible students	*12%*	*10%*

Traditionally underserved populations at Fort Lewis College*: Male students, Native American students, Pell eligible students*

ASSET

25. Last session, we passed Colorado Asset (S.B. 13-033) so that undocumented students are able to receive in-state tuition. How many undocumented students is your institution of higher education currently serving?

Fort Lewis College currently has three (3) students registered under the ASSET bill.

3:30-4:10 UNIVERSITY OF COLORADO SYSTEM

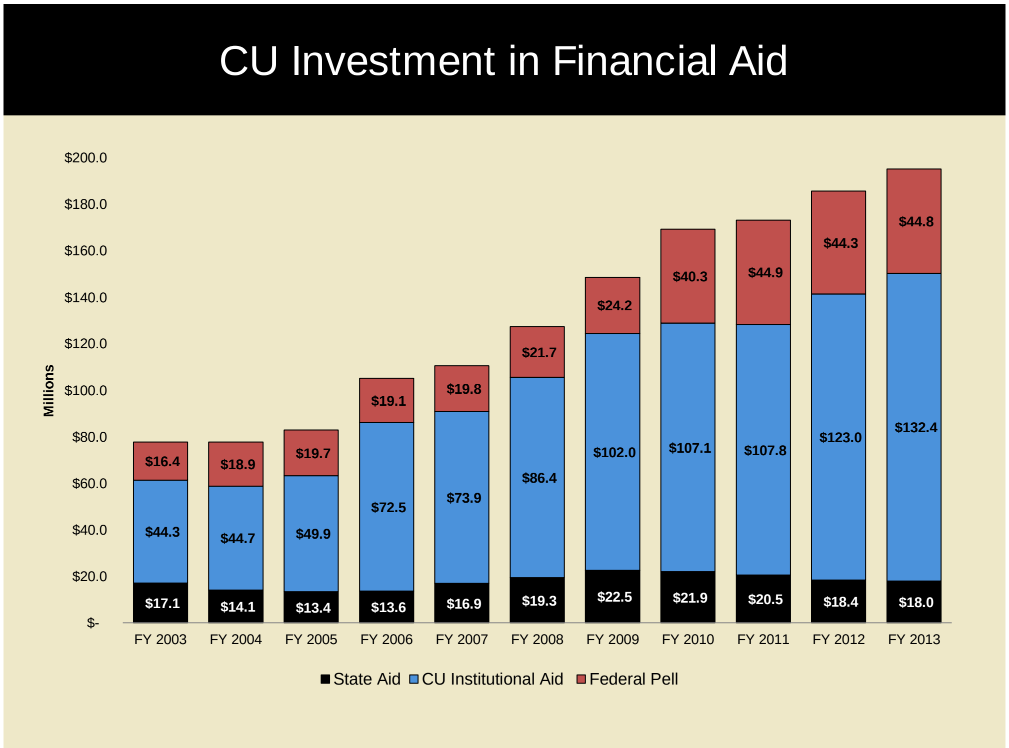
Higher Education Funding Request and Options for Statutory Change

1. Please clarify your plans for tuition and fee increases in FY 2014-15.

   The Board of Regents is currently considering the parameters for the FY 2014-15 budget and tuition setting. The Board will follow the Governor's intent to limit tuition increases to six percent. Campus fee-setting is underway consistent with institutional fee plans.

2. How will low income students fare under your plan for FY 2014-15 tuition increases and financial aid allocations?

   The University of Colorado is committed to maintaining affordability for low income students. CU has increased its investment in institutional financial aid by over 198% over the last ten years. The following chart shows CU's institutional financial aid during this time along with federal and state financial aid sources.



As a result of CU's continued commitment, on average, a resident undergraduate student with an income of less than $32,500 pays no out-of-pocket tuition and fee costs.

In addition to our existing institutional financial aid commitments, CU has committed to increase institutional need-based financial aid expenditures (per FTE) at a rate at or above tuition increases for resident undergraduate students as part of the new performance contract.

3. Several years ago, the Colorado Legislature gave flexibility to institutions of higher education to set your own tuition costs (S.B. 10-003). What is your opinion of this statute and is it time for change?

SB10-003 was an important legislative response to the dramatic challenges faced by the General Assembly during the recession. While the focus has been on tuition flexibility, important efficiencies were also achieved in the areas of human resources, financial reporting, procurement, technology, and capital construction. We feel that it is very important to maintain tuition flexibility going forward. This flexibility could be tied to changes in state support to mitigate increases when state support is robust, and allowing more flexibility when the state is not able to adequately increase funding for higher education. Our research indicates that the state will likely not be able to maintain funding levels for higher education over the next decade.

4. What recommendations do you have for the Joint Budget Committee and the General Assembly to make the funding for higher education more equitable across institutions?

   The University of Colorado is grateful for the support we receive from the state of Colorado and for the increase in funding recommended by CCHE and the Governor for FY 2014-15. We support their recommended proportional allocation. While we could argue that the allocation is not quite equitable to CU, we understand that other governing boards could make the same argument for different reasons. The proportional allocation recommended by the Governor and CCHE is fair.

   The concept of equity includes many considerations, including: mandatory costs, cost of education, enrollment, peer funding, resident and non-resident revenue and the institution's role and mission. The goal of a funding formula should be to provide adequate funding for an institution to effectively purse its role and mission. Equity should also promote positive outcomes while taking into consideration an institution's unique opportunities and challenges. For example, an equitable model should provide more state funding for higher cost programs while at the same time, also providing more state funding for institutions in rural Colorado that have fewer revenue options.

5. How does your institution define "need based aid", "merit based aid", and "work study"? Do you have a position on the staff recommendation to clarify financial aid statutes?

   Need-Based aid is categorized as an award that was paid to the student where financial need is either the only component or the primary component used to determine the recipient. Financial need is calculated based on the Federal Needs Analysis Methodology that is completed as part of the financial aid application process.

   Cost of Attendance – Expected Family Contribution = Demonstrated Need

   Merit-based aid is categorized as an award that was paid to the student from institutional funds without ANY regard for financial need when determining the recipient.

   Work-Study is an employment program designed to allow students to earn funds to assist in attending eligible educational institutions in Colorado. Employment may be in jobs at eligible Colorado educational institutions, non-profit organizations, governmental agencies, or for-profit organizations. Students with financial need, as well as those with no evidence of financial need but who have a personal need for work experience, may benefit from the program.

   We would resist changes to an institution's flexibility regarding financial aid awarding and we do not believe further changes to statute are needed. We continue to support the changes that the General Assembly passed in SB10-003. Our financial aid offices do an exceptional *job of packaging aid for students and any additional changes would impact our ability to meet student's individual needs.*

Financial Performance

6. Please provide composite financial index figures for each of your institutions.

The CFI for the CU system is healthy. The University of Colorado's combined CFI was 3.4 in FY 2012 and 3.9 in FY 2013 when the CU Foundation is included.

CU is one body corporate and debt is issued as a system as enterprise-wide debt instruments. Thus, while we will provide the JBC with a CFI calculation for each campus within the next week, the university is interwoven financially among all of the campuses with cross-pledging of revenues and other strong diversification strategies that result in very solid bond ratings.

Tuition Increases: Cost Drivers

7. What does it cost you to educate a student? Is your tuition above or below that amount?

The annual cost of educating a student (graduate and undergraduate combined) is calculated by DHE formula and is reported annually in the budget data book. While resident tuition rates cover a portion of the costs, they do not cover the entire cost. The following are the FY 2013 Education & General cost per student by campus: UCB- $22,818, UCCS- $12,853, CU Denver- $14,858

8. If tuition were lowered would more students come? Would it increase overall revenues if tuition were less? What is the breakeven point?

It is difficult to predict the impact of price decreases. In April 2012, The Colorado Department of Higher Education engaged Augenblick, Palaich and Associates (APA) to assess student price sensitivity among Colorado students. Results were inconclusive as evidenced by the following statement from the report summary:

> "Increases in net price decreased the probability that students would choose a given institution by 3.4%, in general. When disaggregated by students' background characteristics (e.g., race/ethnicity, gender, ACT score, year of attendance, and socio-economic background), this trend continued with one exception: increases in college prices had the opposite effect on higher income students. That is, higher prices increased the probability of selection by 3.3% for higher income students."

This finding is consistent with recent increases in freshmen enrollment at our campuses despite tuition increases. As noted in Question 2, CU is committed to maintaining affordability through increased investment in institutional financial aid.

To improve access and keep costs affordable while serving students in non-traditional *populations and in rural Colorado the UCCS campus has implemented four 2+2 online programs and the Denver campus also has adopted a 2+2 program with the Community College of Denver.*

9. Since FY 2000, how have your operations costs increased and by what percentage? Please describe reasons for operational cost increases.

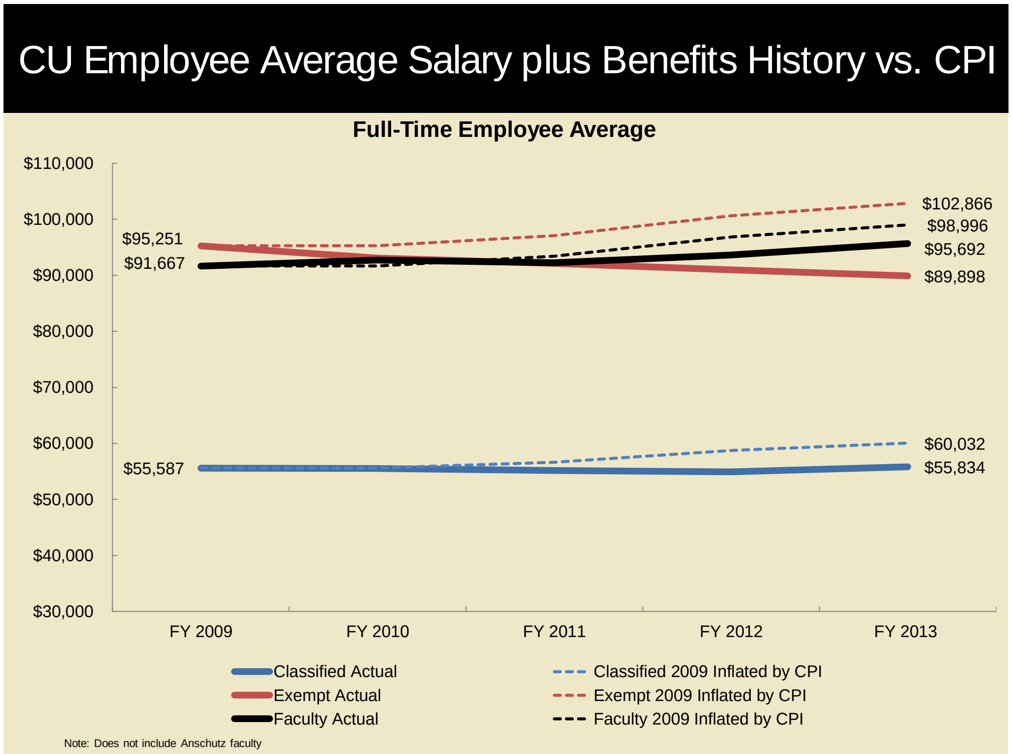
   Accounting for enrollment growth, Education & General operating costs have increased by an average of 4.2% annually since FY 2000. The main contributors for increases are salary and benefits, student financial aid, and utilities.

10. Since 2000, please provide a breakdown of your administrative costs and the percentage of annual increases.

    Accounting for enrollment growth, administrative costs have increased by an average of 1.5% annually since FY 2000. In FY 2000, the average administration costs per student FTE were $1,597. In FY 2013 costs were $1,900 per student FTE.

11. Please provide a breakdown of the salaries for administration positions, faculty, etc.

    The following chart outlines the average faculty, administrative, and classified salary plus benefits since FY 2009.



12. What is the percentage of full time faculty vs. adjunct faculty?

75% of CU's instructional faculty members are full-time employees; 25% are part-time.

13. What is the ratio of students per faculty member at your institution of higher education?

Boulder 19:1 *Colorado Springs 17:1* *Denver 17:1*

14. What is the ratio of student tuition increases in comparison to salary for administration, faculty and other staff?

For FY 2014, the compensation pool for CU faculty and exempt staff was 3.1% and for classified staff 3.6%. Tuition increases included a linearity shift from 11.25 to 12.00 credit hours + 1.9% rate increase at the Boulder campus and a 6% increase at the Colorado Springs and Denver campuses. Non-resident undergraduate tuition at the Boulder campus went up 1.9% but this increase only applies to incoming freshman because of guaranteed tuition. Non-resident undergraduate tuition increased by 5% at CU-Denver and 4% at UCCS.

15. How will the Affordable Care Act decrease health care costs for employees? Does your institution of higher education anticipate long-term savings? If so, please explain.

Mercer estimates that ACA implementation will have an approximately $1.2M impact on the CU Health Trust; 90% of the impact will be absorbed by the employer and 10% by the employees. While certain aspects, including preventive services, should have a positive impact on both employee and employer costs over time, expected overall employee out-of-pocket costs may not decrease as a result of ACA (including premium costs and other plan design changes that may be made). Removing upper limits on certain forms of care will save employees money, but potential savings are unknown. An additional employer cost will be 1 FTE for Employee Services (about $50k) to handle the requirement of offering/providing coverage for those who work 75% (30 hours a week) or more in job positions that usually do not have long periods of health plan coverage (adjunct faculty and graduate students).

Significant employee engagement/communications regarding benefit changes for preventive services will be needed to ensure long-term savings.

<u>Workforce Needs and Employment After Graduation</u>

16. Please provide information regarding what your institution of higher education is currently doing to ensure job placement.

Each CU campus offers a wide range of career planning and job placement services. These include individual counseling, tools for exploring career options, resume writing assistance, interview preparation, job search strategies, and salary negotiation. Campuses also host job fairs, networking events, employer information sessions, and provide information on specific job openings. Career Services offices put considerable effort in developing relationships with potential employers and are also instrumental in helping students secure internships that often lead to full-time employment.

17. Once students graduate from your institution of higher education, what is the percentage that use their degree to find employment?

Tracking students following graduation is difficult, however all campuses routinely survey alumni in an attempt to gather information on employment status.

Boulder

The Boulder campus periodically surveys alumni who are three to five years post-graduation. See http://www.colorado.edu/pba/surveys/alumni/11/tables/deglvl.htm for results by degree level from the most recent alumni survey (summer 2011).

Based on the 2011 survey, 77% of bachelor's degree recipients were employed, 7% were seeking employment, and 15% were not employed but also not seeking employment. Many who were not seeking employment were furthering their education. Among master's degree recipients, 93% were employed and 7% were seeking employment. Most (94%) of doctorate degree recipients were employed; 3% were seeking employment.

Colorado Springs

Colorado Springs has surveyed alumni every one to two years, with the last alumni survey conducted in 2011. The survey was sent to students who completed a degree in Fall 2010 or Spring 2011. Results for undergraduates are available at http://www.uccs.edu/Documents/ir/surveys/Baccalaureate%20Alumni%20Survey%20Report%202011.pdf and results for graduate students are available at http://www.uccs.edu/Documents/ir/surveys/Graduate%20Alumni%202011.pdf.

Summary findings indicate that 74% of baccalaureate degree recipients were employed, and 15% were seeking employment. The remaining respondents were not actively seeking employment. Among graduate degree recipients, 93% were employed and 4% were seeking employment.

Denver

Based on the most recent alumni survey (2010), 87% of Denver Campus undergraduate respondents were employed (of those actively seeking employment and not enrolled in another degree program). Survey results are available at:

http://www.ucdenver.edu/about/departments/InstitutionalResearch/Documents/HEOA/AlumniSurvey2010.pdf.

Some additional information was available directly from programs, including professional programs at the Anschutz Medical Campus. Some examples of those data include:

- *Doctor of Physical Therapy: among the 45 graduates in 2011, 100% of survey respondents began work as a physical therapist within the first 6 months of obtaining post-graduation licensure.*
- *MD program: overall residency placement rates are well over 95% for a typical graduating class. Employment in a residency training program is the standard post-graduation path for MD recipients.*
- *Pharmacy Doctorate: of 149 graduates in 2012, on graduation day, 57% (85) reported having employment or a residency position (further specialized education). This is an underestimate of overall employment because post-graduation data are not currently available.*
- *The Child Health Associate/Physician's Assistant program indicates that over 95% of the class of 2011 secured employment within 10 months following graduation.*

18. What is the average wage of your graduates?

Some earnings data are available from alumni surveys.

In a 2011 survey of alumni, CU-Boulder bachelor's recipients reported median full-time annual salaries of $40,000 to $55,000, while master's and doctoral recipients reported medians of $55,000 to $80,000, three to five years after graduation.

In a 2012 survey, 40% of UCCS baccalaureate recipient reported an annual salary of less than $20,000; 14% reported a salary between $20,000 and $29,999; 23% between $30,000 and $39,999; and 10% between $50,000 and $59,999. It is important to note that students were surveyed only one year after graduation.

19. If a graduate has a difficult time finding employment, what resources are available to him / her through your institution of higher education to find a job? What are the success rates of this effort?

    All career services available to current CU students are also available to alumni. Campuses also host networking events and other functions specifically targeted to alumni. For example, the UCCS campus host an alumni career speaker series to assist former students in developing job search or career advancement strategies. The Boulder campus provides an extensive offering of monthly career events for alumni on a range of topics. They provide direct assistance to recent graduates, those recently laid off, or those considering a career change. Similarly, the Denver campus offers tools for career exploration and assistance in finding specific job opportunities.

20. What efforts is your institution undertaking to receive input from Colorado businesses to prepare graduates that meet their workforce needs? How often do the Colorado businesses that you work with actually hire your graduates?

    At UCCS, this activity is handled at the program level in each college. Deans and Chairs receive input from community business leaders to help develop internships and further develop curriculum.

    Boots to suits program is a partnership between CU Denver and the local business community. Veterans are assigned a mentor from the business community to assist in the transition from school to workplace. This is the first initiative that will be used to adapt to the greater student population.

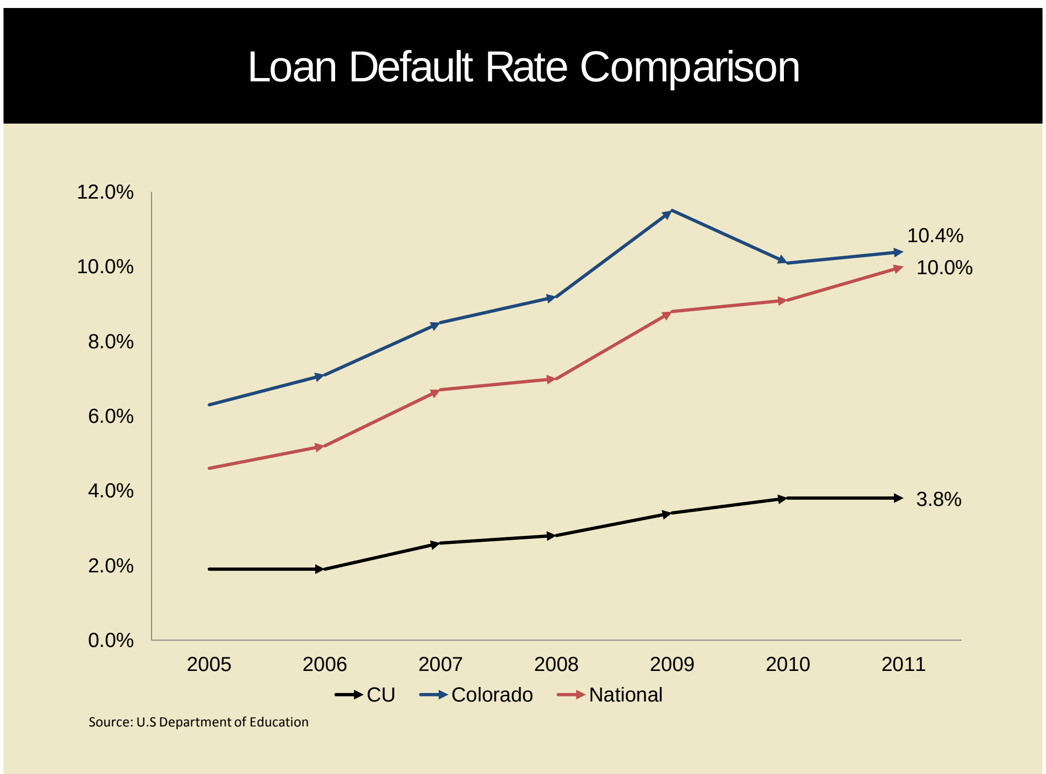
    The CU Denver Career Center recently hired an Employer Relations and Outreach Coordinator in order to improve relationships between the university and Colorado Businesses, gather information about what traits graduates need in order to be hired and *connect employers with students in a more meaningful manner.*

The CU Denver campus is engaging in a broad discussion of integrative learning, based on Essential Learning Outcomes that specifically deal with the integration of workforce needs into the general education and major curricula.

UCB Career Services has an Advisory Board that includes representatives from industry in Colorado. The office also participates in the Collegiate Employment Research Institute's annual national survey and are given data from Colorado companies on workforce trends.

<u>Student Loans</u>

21. What is the loan default rate of graduates of your institution? If high, what steps are you taking to address it?



22. What is the average amount of time that it takes your graduates to repay their student loans?

Students have a choice of several repayment plans that are designed to meet their needs. The amount a student pays and the length of time to repay loans will vary depending on the repayment plan they chose. Some of the plans include pay as you earn, income based *repayment, and graduated repayment. Depending on the plan, debt will be paid off between 10-25 years. In circumstances such as certain kinds of teaching service, total and permanent disability, the obligation may be removed.*

<u>Performance: Persistence, Completion, Closing the Gap</u>

23. Since the Lt. Governor announced the "Master Plan" for institutions of higher education, please describe the following:

    a. If applicable, has your institution of higher education reduced the amount of time to credential their graduates? If applicable, has your institution of higher education reduced the amount of time to receive a 2-year or 4-year degree? Please distinguish percentages based on demographics, underserved communities, gender, etc.

    The time it takes students to complete a degree varies as students are able to enroll on a part-time basis at any time during their academic career.

    At UCCS, the four-year graduation rate has increased from (approximately) 20% to 26% over the past seven cohort years. Six-year graduation rates are approximately 45% with minor increases over the past several years. Generally, women are more likely to graduate and more likely to graduate in fewer years than men; graduation rates for students in ethnic minority groups tend to be similar as rates for white students, but these rates vary dramatically per ethnic group, especially when cohort sizes are very small. Pell Grant recipients tend to persist at the same rate as other students and do quite well at UCCS; approximately 1/3 of the undergraduate students are Pell recipients and yet they make up 40-45% of the typical graduating class.

    At the Denver Campus, there have been small fluctuations in the percentage of students graduating in four, five, or six years, but no consistent trend showing an increased or reduced time to degree (either overall or by individual ethnic groups or gender). Graduation rates for women are consistently higher than for men. The 4-year graduation rate for the 2006 cohort was 18%; the 5-yr rate was 39%; and the 6-yr rate was 45%.

    At the Boulder Campus, the majority of students graduate in four years or less and the percentage has increased over the last few years. For example, in 2009, 55% of students graduated in four years or less; in 2013, 61% graduated in four years or less. The percentage of minority students and first generation students completing their degree in four years or less increased along with the total student population. The 6-year graduation rate for the 2007 cohort reached an all-time high at 70%.

    CU has adopted various approaches to help students complete their degree in a timely manner. These include clear transfer agreements with community colleges, weekend *classes, Maymester, and concurrent Bachelor's/Master's degree programs, among others.*

b. What is your institution of higher education doing to retain students? What is your retention rate? Please distinguish percentages based on demographics, underserved communities, gender, etc.

The UCCS Office for Student Retention manages numerous campus-wide efforts and intervention strategies specifically aimed at increasing retention: academic skill development workshops, early alert programs, mentoring programs, learning communities, success coaching, and recognition programs to list a few. Other initiatives include improving amenities and services such as the construction of new residence halls, a recreation center, reorganized offices to serve international and military students, continued development of Freshmen Seminar classes, improved integration and promotion of athletics, and partnership with the city to develop a shopping and dining center adjacent to the campus.

At CU Denver, several initiatives have been launched to increase retention and help students reach graduation. A mandatory new student orientation has been implemented where the process for first semester advising and registration has been streamlined. The university is in the process of fully implementing the Degree Audit Reporting System (DARS) to enable students to track their progress toward meeting degree requirements. An Advising Task Force has been charged to research the academic advising models on campus and provide recommendations for improving the quality and efficacy of advising for our students. A comprehensive student service blueprinting initiative has been launched where more than 70 staff members across the campus have committed to documenting the student experience within their units for the purpose of improving processes and helping students to get the services that they need. In addition, three learning communities will be launched in Fall 2014. Also, the development of a strong school community has been a priority, including the implementation of a club sports program.

The CU-Boulder Chancellor recently articulated a bold and aggressive goal to increase the Boulder campus six year graduation rate from 70% to 80%. In response to this challenge, the campus has launched a number of coordinated initiatives to increase student retention and persistence to graduation. After conducting a comprehensive survey of national 'best practices' in student advising, a faculty-staff task force provided the campus with recommendations to reform our current student advising practices. These reforms include the implementation of 'drop in' advising program that will be available to students into the evening after normal business hours, the use of peer advisors, and a better coordination of advising across our various schools and colleges. With respect to the latter, the Boulder campus is *working to identify and implement a single, integrated advising software platform that will serve the campus in its entirety. This fall, the Boulder Faculty Assembly recruited over125 faculty volunteers, each of whom 'adopted' and periodically meet with 10 to 15 new freshman students. Other strategies to promote student retention include expansion of the use of diagnostic tests designed to place students in the most appropriate math and foreign language classes early in their academic careers, a strategy that has been shown to have significant impacts on student success. These are just a few of the student retention strategies that the Boulder campus is currently engaged in.*

Freshman Retention Rates
2011 First-Year Cohort: Percent Enrolled One Year Later

	Boulder	Colorado Springs	Denver
All Students	84%	66%	71%
Minority Students	82%	67%	75%
Pell Recipients	79%	63%	73%

Additional data on retention rates are available online. UCCS retention reports at http://www.uccs.edu/ir/data/students.html show rates per student characteristic; women tend to persist at a minimally higher rate than men whereas rates per ethnic group vary dramatically. The same is true for the Denver campus – retention rates for women are usually slightly higher than the rate for men and retention rates across different ethnic groups vary substantially. More detailed data on retention rates of Boulder students over time are available at http://www.colorado.edu/pba/records/gradrt/. Reports show significant variation among ethnic groups and lower retention rates for Pell recipients and first generation students.

c. Does your institution of higher education experience an attainment gap? If so, what is the institution doing to remedy such issues?

The 6-year graduation rate for underserved students (underrepresented minorities and/or Pell grant recipients) lags behind the rate for other students. For the 2007 cohort, the rate for underserved students was 2 percentage points lower at Denver, 5 percentage points lower at Colorado Springs, and 6 percentage points lower at Boulder.

Six-Year Graduation Rates
2007 Cohort

	Boulder	Colorado Springs	Denver
Underserved Students	67%	44%	39%
All Other Students	73%	49%	41%

All campuses are committed to reducing the attainment gap. At UCCS, in addition to retention strategies, the Multicultural Office for Student Access, Inclusiveness, and Community (MOSAIC) manages numerous events and programs and coordinates extensively with both the Office of Student Activities as well as dozens of Student Clubs to support student success.

Beginning in June 2013, CU Denver has partnered with the Center for Urban Education (CUE) at the Rossier School of Education of the University of Southern California and the Western Interstate Commission for Higher Education (WICHE) to launch the Equity in Excellence initiative. Equity in Excellence involves a committee of campus constituents that has been trained to conduct equity-focused data analysis and qualitative inquiry with the goal of establishing targets and action plans for improving retention and completion rates and equity in outcomes. This initiative will continue through May 2014. CU Denver has developed several programs to improve student retention over the last 5-10 years. These include: a first-year seminar program, an early intervention program, an honors and leadership program, student mentoring, and student affairs support programs (e.g. TRiO, Learning Resource Center, Disability Services, Veterans Services), among others. Over the next 1-2 years CU Denver will move to better place incoming freshmen students in the proper English composition and mathematics courses and to provide Supplemental Academic Instruction to students who will register for a credit-bearing course, but who need some assistance for success.

At CU-Boulder, the Office of Diversity, Equity and Community Engagement (ODECE) manages Pre-Collegiate Outreach Programs that serves over 1,400 middle school and high school students and their families. This includes providing academic enrichment, leadership skills, ACT preparation, and assisting students in completing college applications and financial aid applications. This culminates in a 5-week summer residential program at CU-Boulder.

In addition, The Student Academic Success Center at Boulder provides low income and first generation college students with academic skills development, math and writing courses, supplementary instruction in gateway courses, tutoring, pre-collegiate opportunities and graduate research opportunities. Student success is also enhanced by a network of 13 "academic neighborhoods" and affiliate programs that make up the CU LEAD Alliance which assists underrepresented and first-generation students. Serving approximately 1,500 undergraduates, the programs offer scholarships and promote academic excellence through cohort experiences, academic enrichment and community building. CU LEAD supports students' access to special learning opportunities such as honors thesis, internships, undergraduate research and global experiences.

ASSET

24. Last session, we passed Colorado Asset (S.B. 13-033) so that undocumented students are able to receive in-state tuition. How many undocumented students is your institution of higher education currently serving?

    Based on preliminary numbers, CU is currently serving 45 students through SB 13-033.

    Boulder: 17; Colorado Springs: 14; Denver: 14

4:10-4:40 LOCAL DISTRICT JUNIOR COLLEGES

Colorado Mountain College

Higher Education Funding Request and Options for Statutory Change

1. Please clarify your plans for tuition and fee increases in FY 2014-15.

   For Colorado Mountain College it is early in the process of setting tuition and fees for 2014-15 and CMC's Board of Trustees has not discussed the topic. Over the next few months administration will consider budgets for FY 2014-15 and reconcile revenue projections with projected expenses. At that point administration will make tuition rate recommendations to the Board of Trustees. Please be assured that Colorado Mountain College is committed to honor the request of the Governor to contain any tuition increase to 6% or less for FY 2014-15. We will also make every effort to hold increases to a minimum for students who reside in the CMC district.

2. How will low income students fare under your plan for FY 2014-15 tuition increases and financial aid allocations?

   Low income students are eligible for the greatest amount of "need based" aid, and a slight increase in tuition would have a minimal impact on their ability to cover their CMC tuition charges using grant funding. The Federal Pell grant, along with eligible Colorado grant funding, allows CMC's low income students the opportunity to cover the majority, if not all, of their tuition charges without student loan assistance.

3. What recommendations do you have for the Joint Budget Committee and the General Assembly to make the funding for higher education more equitable across institutions?

   For institutions that serve at-risk, lower income, non-traditional, and underrepresented populations, dedicated resources are needed to address issues often unique to these students, to remedy academic and other deficiencies, and to level the playing field for students who enter with less preparation and fewer support systems. For example, at Colorado Mountain College, completion rates and degrees awarded are impacted by the *fact that we are a community college. Not all students who attend CMC do so to attain a degree or "complete," yet many meet personal goals to receive specialized workforce training, certificates, or credits toward a degree they must pursue slowly due to other demands on their time (work, family, etc.).*

4. How does your institution define "need based aid", "merit based aid", and "work study"? Do you have a position on the staff recommendation to clarify financial aid statutes?

   Need based aid is determined by the student's Expected Financial Contribution (EFC) calculated by the Free Application for Federal Student Aid (FAFSA) and subtracted from the student's Cost of Attendance (COA) determined by the institution. If there is a positive amount remaining after the EFC is subtracted from the COA, the student may have eligibility for need based aid. Merit based aid is determined based on academic performance and/or skills and achievements without regard to financial need. Merit based eligibility may be established if the student meets or exceeds performance/skills and achievements standards. Merit based aid is also known as non-need based aid. Work study provides part-time student employment for students while they are enrolled in college. Work study positions are available on campus, with non-profit organizations, and through community service outreach.

   Clarification on financial aid statutes would enhance and improve an institution's ability to properly award and report state aid.

<u>Tuition Increases: Cost Drivers</u>

5. What does it cost you to educate a student? Is your tuition above or below that amount?

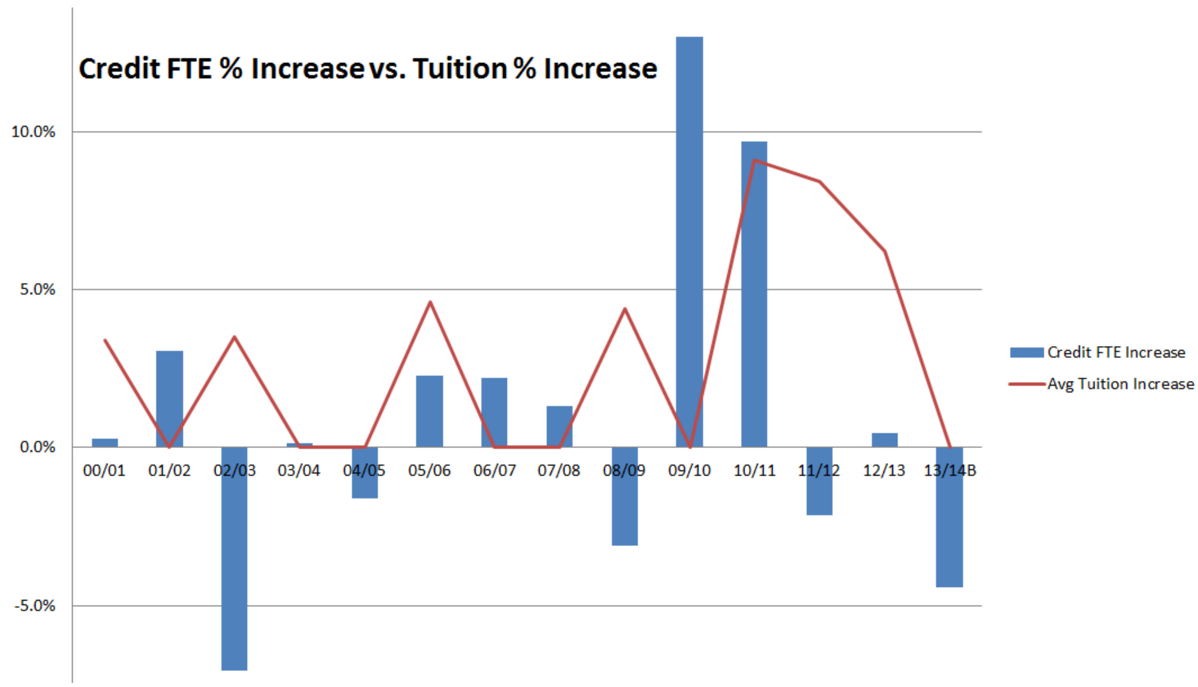
   The operating cost per FTE (no capital funds included) for FY 2012-13 was $12,771. Colorado Mountain College's service area covers 12,000 square miles and includes seven campuses that comprise 11 locations. Maintaining services for students in all of these locations drives up the cost per FTE at CMC. Annual tuition at Colorado Mountain College for a full time student (30 credit hours) is:

In District	*$1,680*
In State	*$2,850*
Out of State	*$8,970*

   As is evident, tuition does not cover the cost per FTE. We are able to keep tuition affordable primarily due to the College's ability to levy property tax revenue. This revenue is intended to subsidize tuition rates; therefore, tuition alone does not cover the cost per FTE.

6. If tuition were lowered would more students come? Would it increase overall revenues if tuition were less? What is the breakeven point?

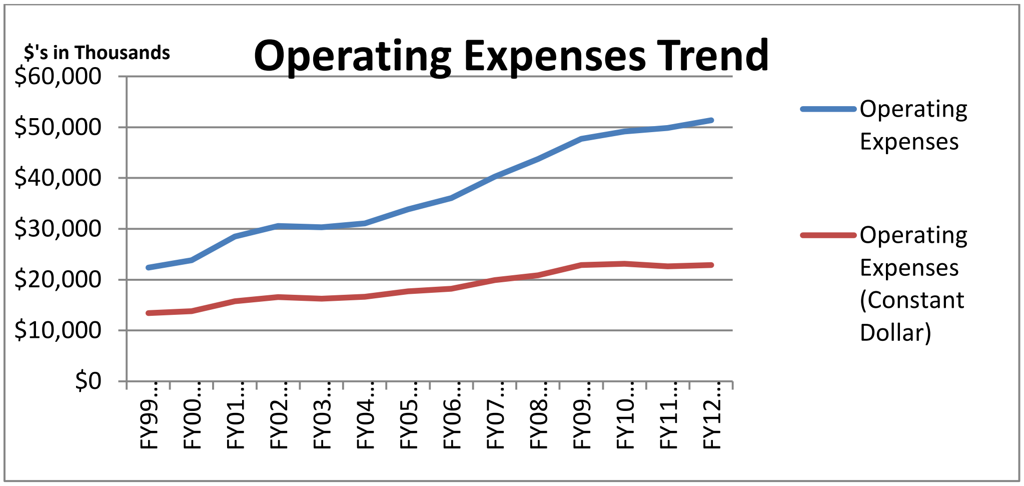
Although it is possible that lowering tuition would prompt more students to attend, it is not necessarily true in the case of CMC. First, CMC already has the lowest tuition in the State, and based on historical data it is evident that tuition rates do not always drive student numbers. As reflected in the chart below, in some years when tuition increases, FTE decreases, yet in other years increased tuition produced increased FTE (2005-06 and 2010-11). There have also been instances when tuition remained flat and FTE declined (2004-05). There does not appear to be consistent, strong correlation between tuition rate and enrollment. Colorado Mountain College strives to keep tuition rates low and offer the best value/highest quality for higher education in the State. Property tax revenue subsidizes tuition revenue at CMC; therefore, a breakeven is more difficult to calculate. However, the College feels there is still room to increase tuition modestly and continue to see FTE increase. The College realizes the sensitivity to tuition increases and continues to make it a priority to keep rates low.



7. Since FY 2000, how have your operations costs increased and by what percentage? Please describe reasons for operational cost increases.

   The following charts display the percentage change in operations costs since 2000, as well as a percentage in terms of the constant dollar percentage change, as based on the CPI in each of those years.

OPERATING EXPENSES ($ in 1,000s)	FY99/00	FY00/01	FY01/02	FY02/03	FY03/04	FY04/05	FY05/06	FY06/07	FY07/08	FY08/09	FY09/10	FY10/11	FY11/12	FY12/13
Total Salary Expense	$14,100	$15,717	$18,052	$19,647	$19,409	$20,072	$21,173	$23,202	$24,945	$27,456	$29,450	$30,097	$30,112	$30,678
Total Benefits Expense	$3,428	$2,917	$3,978	$4,435	$4,786	$4,891	$5,311	$5,591	$6,783	$7,783	$9,581	$10,162	$10,699	$11,341
Total Operating Expenses	$4,849	$5,199	$6,469	$6,488	$6,098	$6,090	$7,357	$7,230	$8,537	$8,541	$8,687	$8,887	$9,078	$9,387
TOTAL GENERAL FUND EXPENSES	**$22,376**	**$23,832**	**$28,499**	**$30,570**	**$30,294**	**$31,053**	**$33,841**	**$36,022**	**$40,264**	**$43,779**	**$47,718**	**$49,146**	**$49,890**	**$51,407**
Constant Dollar Amount	$13,431	$13,760	$15,719	$16,542	$16,217	$16,606	$17,727	$18,221	$19,933	$20,857	$22,886	$23,138	$22,646	$22,888
Percentage Change		7%	20%	7%	-1%	3%	9%	6%	12%	9%	9%	3%	2%	3%
Constant Dollar Percentage Change		2%	14%	5%	-2%	2%	7%	3%	9%	5%	10%	1%	-2%	1%



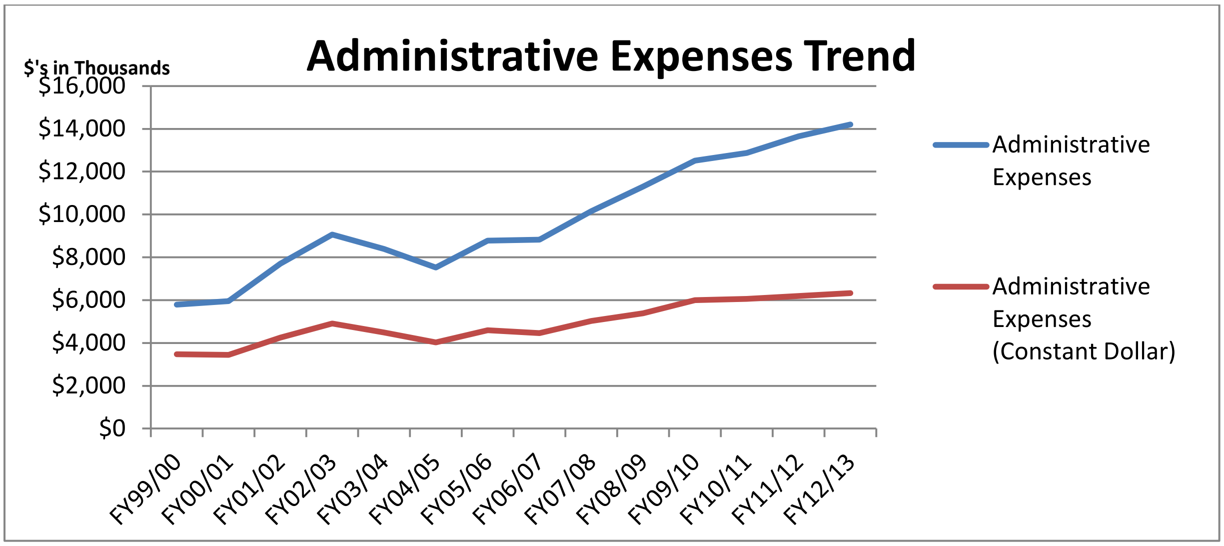
8. For institutions of higher education that are in rural areas of the state, are there increased operational costs? Please explain.

   Colorado Mountain College is located in rural areas, yet the areas the College serves are often referred to as rural/resort areas. In many cases the towns/cities that CMC serves represent world-class ski areas. The cost of living in our service area and district is high, thus property is expensive, and attracting quality faculty and staff requires higher salaries and benefits. Colorado Mountain College's service area covers 12,000 square miles in the mountains and includes seven campuses that comprise 11 locations. The cost to maintain a physical presence across the district and to travel between campus locations is costly. In addition, the cost to maintain a robust technology network to support academics and student services across seven campuses and in remote areas is arguably more expensive than in urban settings.

9. Since 2000, please provide a breakdown of your administrative costs and the percentage of annual increases.

   For purposes of answering this question, CMC has defined administrative costs as expenses for executive-level activities concerned with management and long-range planning for the *entire institution, such as planning and programming operations, and legal services; fiscal operations, including the investment office; administrative information technology; employee personnel and records; logistical activities that provide procurement services to the institution; support services to faculty and staff that are not operated as auxiliary enterprises; and activities concerned with community and alumni relations, including development and fundraising.*

ADMINISTRATIVE EXPENSES ($ in 1,000s) *	FY99/00	FY00/01	FY01/02	FY02/03	FY03/04	FY04/05	FY05/06	FY06/07	FY07/08	FY08/09	FY09/10	FY10/11	FY11/12	FY12/13
Total Administrative Expenses	$5,789	$5,955	$7,708	$9,057	$8,384	$7,529	$8,774	$8,830	$10,157	$11,307	$12,510	$12,879	$13,655	$14,198
Constant Dollar Amount	$3,475	$3,438	$4,251	$4,901	$4,488	$4,026	$4,596	$4,466	$5,028	$5,387	$6,000	$6,064	$6,198	$6,321
Percentage Change		3%	29%	18%	-7%	-10%	17%	1%	15%	11%	11%	3%	6%	4%
Constant Dollar Percentage Change		-1%	24%	15%	-8%	-10%	14%	-3%	13%	7%	11%	1%	2%	2%



10. Please provide a breakdown of the salaries for administration positions, faculty, etc.

2012/13 Expenses	Instruction	Community Service	Instructional Support	Student Services	Institutional Support	Physical Plant	Total
FT Admin Salaries	1,852,919	149,707	1,285,857	1,830,323	3,590,278	264,970	**8,974,054**
FT Faculty Salaries	7,973,583	0	0	0	0	0	**7,973,583**
FT Non-Exempt	1,375,723	0	404,509	922,584	2,167,249	1,125,292	**5,995,357**
Total	**11,202,224**	**149,707**	**1,690,367**	**2,752,907**	**5,757,527**	**1,390,262**	**22,942,993**

Administrative Positions

Grade 12A - $100,000 - $170,000 ($8,333.33 - $14,166.66 monthly)	**Hiring Range:**	**$88,732-$110,916**
Chief Operations Officer* **	Exempt	
Vice President, Academic Affairs* **	Exempt	
Vice President College Advancement and CEO of the Foundation	Exempt	
Vice President, Fiscal Affairs* **	Exempt	
Vice President, Student Affairs	Exempt	
Vice President, Human Resources	Exempt	
Campus Vice President	Exempt	
Associate Vice President, Virtual Campus* **	Exempt	
Grade 11A - $85,732 - $128,598 ($7,144 - $10,717 monthly)	**Hiring Range:**	**$85,732 - $107-165**
Associate Vice President, Academic Affairs - Arts & Science	Exempt	
Grade 9A - $72,154 - $108,231 ($6,013 - $9,019 monthly)	**Hiring Range:**	**$72.154 - $90,193**
Assistant Vice President, Academic Affairs - Arts & Science	Exempt	
Assistant Vice President, Career & Technical Education	Exempt	
Assistant Vice President, Institutional Effectiveness	Exempt	
Assistant Vice President, Student Affairs	Exempt	
Assistant Vice President, Enrollment Services	Exempt	
Dean of Business & Industry	Exempt	
Director of Facilities	Exempt	
Director, Issacson School of New Media	Exempt	
Grade 7A - $65,079 - $97,619 ($5,423 - $8,135 monthly)	**Hiring Range:**	**$65,079 - $81,349**
Dean of Academic Affairs	Exempt	
Director of Application Services	Exempt	
Director Technical and Network Services	Exempt	
Director of Institutional Research	Exempt	
Director of Marketing and Communication	Exempt	
Director of Nursing Education	Exempt	
Director of Development	Exempt	
Dean of Student Affairs	Exempt	
Grade 5A - $60,814 - $91,221 ($5,068 - $7,602 monthly)	**Hiring Range:**	**$60,814 - $67,049**
Director of Campus Operations - Non-Residential	Exempt	
Director of Campus Operations - Residential	Exempt	
Purchasing & Contract Director	Exempt	
Public Information Officer	Exempt	
Director of Assessment	Exempt	

Director of Financial Aid	Exempt	
Director of Risk Management	Exempt	
Director of Emergency Medical Services, Nursing Assistant & Medical Assistant Programs	Exempt	
Grade 4A - $58,832 -$88,248 ($4,903 - $7,354 monthly)	**Hiring Range:**	**$58,832 - $64,866**
Network Engineer	Exempt	
Grade 3A - $56,838 - $85,257 (4,736 - $7,105 monthly)	**Hiring Range:**	**$56,838 - $62,671**
Budget Finance Director	Exempt	
Upward Bound Director*	Exempt	
Director Student Support Services (SSS TRIO)*	Exempt	
Instructional Coordinator	Exempt	
Director of Developmental Education	Exempt	
Innovation for Teaching & Learning Manager	Exempt	
Grade 1A - $53,125 - $79,687 ($4,427 - $6,641 monthly)	**Hiring Range:**	**$53,125 - $58,569**
Continuing Education Director	Exempt	

Instructional Chairs**

Staff Position place on Faculty Matrix for Salary Placement

Technical/Professional Positions:

Grade 12T/P - $54,981 - $82,472 ($4,582 - $6,873 monthly)	**Hiring Range:**	**$54,981 - $60,626**
Web Developer/System Integrator	Exempt	
Grade 11T/P - $55,125 - $79,687 ($4,427 - $6,641 monthly)	**Hiring Range:**	**$55,125 - $58,569**
Employment Manager	Exempt	
Disability Services Coordinator	Exempt	
Grants Writer/Coordinator	Exempt	
Grade 10T/P - $51,394 - $77,090 ($4,283 - $6,642 monthly)	**Hiring Range:**	**$51,394 - $56,650**
Physical Plant Manager	Exempt	
System Administrator - Network Operations	Non-Exempt	
Database Administrator	Exempt	
Systems Analyst II	Exempt	
Sys Admin II-ERP/Sys Analyst II	Exempt	
Grade 9T/P - $49,650 - $74,475 ($4,137 - $6,206 monthly)	**Hiring Range:**	**$49,650 - $54,730**
College Counselor	Exempt	
College Counselor(.875)	Exempt	
Division Director I (.625)	Exempt	

Benefits Manager	Exempt	
Payroll Manager	Exempt	
Library Director	Exempt	
Virtual Library Director	Exempt	
Marketing Editor	Exempt	
Student Support Generalist	Exempt	
Energy Training Coordinator	Exempt	
Campus Grant Contract Manager	Exempt	
Student Support Services Coordinator (.75)*	Exempt	
Student Support Services Coordinator *	Exempt	
Student Support Services (.75)*	Exempt	
Program Coordinator/Student Services Counselor*	Exempt	
Director of Women/Men in Transition/Gateway (.80)*	Exempt	
Manager. SBDA & Business Enterprise Center (.75)*	Exempt	
Director of Recreational Culinary Institute**	Exempt	
Grade 8T/P - $48,032 - $72,048 ($4,003 - $6,004 monthly)	**Hiring Range:**	**$48,032 - $52,949**
Systems Analyst I	Exempt	
Technology Training Coordinator	Exempt	
Network Administrator	Non-Exempt	
Web Content Editor	Exempt	
Grade 7T/P - $46,401 - $69,601 ($3,867 - $5,800 monthly)	**Hiring Range:**	**$46,401 - $51,155**
Assistant to the President	Exempt	
Assistant Public Information Officer	Exempt	
Assistant Registrar	Exempt	
Budget Finance Analyst	Exempt	
Career Services Director	Exempt	
Community & Corporate Learning Manager	Exempt	
Coordinator Student Life	Exempt	
Foundation Accountant	Exempt	
Instructional Designer, Learning Technologies	Exempt	
Instructional/Reference Librarian	Exempt	
Institutional Research Analyst II	Exempt	
Workforce Training Coordinator	Exempt	
LMS Administrator/Faculty Trainer	Exempt	
Integrated Energy Program Grant Coordinator*	Exempt	
Grade 6T/P - $44,883 - $67,325 ($3,740 - $5,610 monthly)	**Hiring Range:**	**$44,883 - $49,487**
Service Desk Manager	Exempt	

Smart Classrooms Tech Specialist	Non-Exempt	
Technology Support Specialist II	Non-Exempt	
Grade 5T/P - $43,365 - $65,048 ($3,614 - $5,421 monthly)	**Hiring Range:**	**$43,365 - $47,806**
Clinical Coordinator, EMS Programs	Exempt	
Communication & Graphic Design Specialist	Exempt	
Director of Children's Mini College (.90)	Exempt	
Human Resource Payroll Specialist	Non-Exempt	
Marketing & Communications Specialist	Exempt	
Science Laboratory Manager	Exempt	
Ski Coach	Exempt	
Assistant Project Manager II, Natural Resource Manager*	Exempt	
Integrated Energy Program Instructional Designer*	Exempt	
RSVP Director*	Exempt	
Upward Bound Coordinator*	Exempt	
Grade 4T/P - $41,408 - $62,113 ($3,451 - $5,176 monthly)	**Hiring Range:**	**$41,408 - $45,510**
Technology Support Specialist I	Non-Exempt	
Grade 3T/P - $39,452 - $59,177 ($3,288 - $4,931 monthly)	**Hiring Range:**	**$39,452 - $43,202**
Accounting Technician III	Non-Exempt	
Admissions Counselor	Exempt	
Admissions Coordinator	Exempt	
Admissions Representative	Exempt	
Animal Resource Manager	Non-Exempt	
Financial Aid Systems Specialist	Non-Exempt	
Institutional Research Analyst I	Non-Exempt	
Marketing Specialist	Non-Exempt	
Youth Outreach Coordinator	Exempt	
Grade 2T/P - $38,260 - $57,390 ($3,188 - $4,782 monthly)	**Hiring Range:**	**$38,260 - $41,735**
Customer Support Analyst	Non-Exempt	
Grade 1T/P - $38,260 - $57,390 ($3,089 - $4,634 monthly)	**Hiring Range:**	**$37,068 - $40,267**
Senior Executive Assistant	Non-Exempt	
Academic Credentials Evaluator	Non-Exempt	
Academic Services Specialist	Non-Exempt	
Assistant Coordinator of Student Activities - Trainee	Non-Exempt	
Assistant Coordinator of Student Life	Exempt	
Bookstore Manager	Exempt	
Campus Financial Aid Specialist	Non-Exempt	

CEPA/GED Coordinator	Exempt	
Coordinator of Student Activities & Summer Conference	Exempt	
Facilities Specialist	Non-Exempt	
Financial Aid and Resource Specialist	Non-Exempt	
Financial Aid Federal Program Specialist	Non-Exempt	
Foundation Specialist	Non-Exempt	
Procurement Specialist	Non-Exempt	
Career Coach, Integrated Energy Program*	Exempt	

Clerical Positions:

Grade 13C - $38,172 - 57,258 ($3,181 - $4,772 monthly)	**Hiring Range:**	**$38,172 - $41,634**
Accounting Technician II	Non-Exempt	
Accounting Technician II - Cash Management	Non-Exempt	
Accounts Manager II	Non-Exempt	
Executive Administrative Assistant	Non-Exempt	
Lead Administrative Assistant	Non-Exempt	
Lead Administrative Assistant II	Non-Exempt	
Lead Administrative Technician	Non-Exempt	
Grade 12C - $36,504 - $54,755 ($3,042 - $4,563 monthly)	**Hiring Range:**	**$36,504 - $39,815**
Grade 11C - $34,835 - $52,253 ($2,903 - $4,354 monthly)	**Hiring Range:**	**$34,835 - $37,984**
Accounts Manager I	Non-Exempt	
Administrative Assistant II	Non-Exempt	
Administrative Technician	Non-Exempt	
Admissions Assistant	Non-Exempt	
Bookstore Assistant	Non-Exempt	
Customer Support Specialist	Non-Exempt	
Instructional Technology Support Specialist	Non-Exempt	
Instructional Support Technician	Non-Exempt	
Library Technician	Non-Exempt	
Library Technician (.92)	Non-Exempt	
Photo and Media Lab Technician	Non-Exempt	
Registration Technician	Non-Exempt	
Registration Technician, Admissions	Non-Exempt	
Student Receivable Clerk	Non-Exempt	
Lead Administrative Assistant	Non-Exempt	
Office Manager/Administrative Technician	Non-Exempt	
Grade 10C - $33,129 - $49,694 ($2,761 - $4,141 monthly)	**Hiring Range:**	**$33,129 - $36,140**

Grade 9C - $31,423 - $47,135 ($2,619 - $3,508 monthly)	**Hiring Range:**	**$31,423 - $34,283**
Administrative Assistant I	Non-Exempt	
Administrative Clerk	Non-Exempt	
Grade 7C - $28,061 - $42,092 ($2,328 - $3,508 monthly)	**Hiring Range:**	**$29,061 - $30,608**
Library Clerk	Non-Exempt	

<u>Maintenance Positions:</u>

Grade 15M - $46,401 - $69,602 ($3,867 - $5,800 monthly)	**Hiring Range:**	**$46,401 - $$51,155**
Operational/Energy Manager	Non-Exempt	
Construction Manager	Exempt	
Grade 11M - $42,066 - $63,098 ($3,506 - $5,258 monthly)	**Hiring Range:**	**$42,066 - $46,378**
Maintenance Manager	Non-Exempt	
Journeyman Carpenter	Non-Exempt	
Grade 9M - $36,504 - $54,755 ($3,042 - $4,563 monthly)	**Hiring Range:**	**$36,504 - 39,815**
Maintenance Mechanic	Non-Exempt	
Maintenance Mechanic/Groundskeeper	Non-Exempt	
Grade 7M - $31,423 - $47,135 ($2,619 - $3,928 monthly)	**Hiring Range:**	**$31,423 - $34,283**
Custodian	Non-Exempt	
Custodian/Maintenance Mechanic	Non-Exempt	
Groundskeeper/Custodian	Non-Exempt	
Grade 5M - $28,061 - $42,092 ($2,338 - $3,508 monthly)	**Hiring Range:**	**$28,061 - $30,608**
Custodian	Non-Exempt	

11. What is the percentage of full time faculty vs. adjunct faculty?

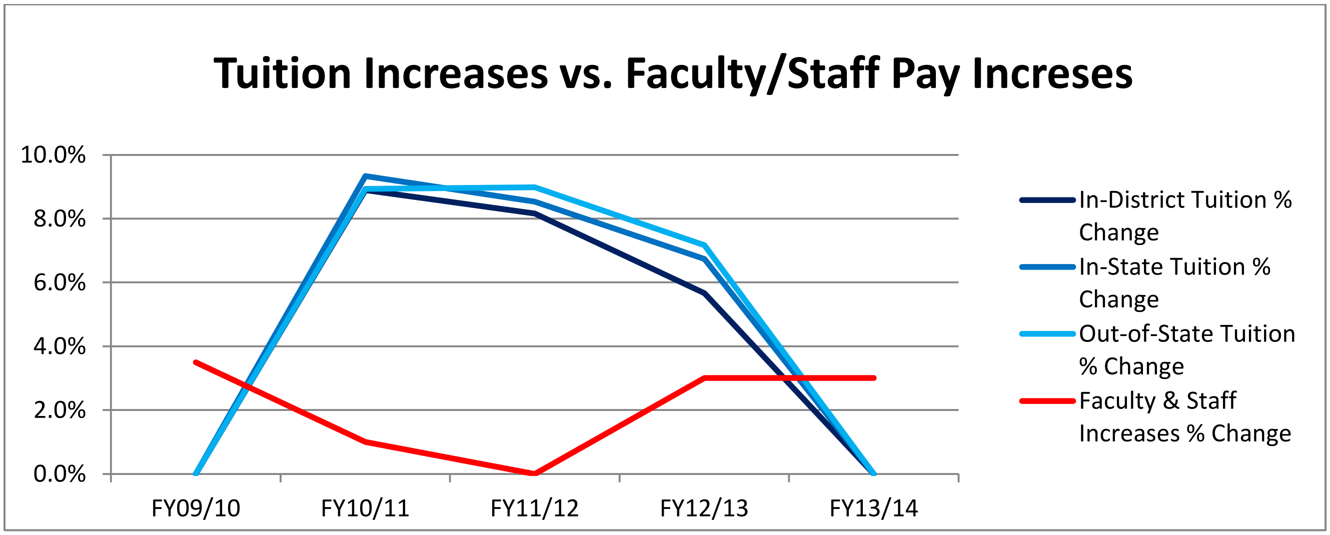
For the 2012-13 fiscal year, approximately 35% of credit hours were taught by full-time faculty, while the remaining 65% were taught by adjuncts. As a note, given the large geographic area that CMC serves, and the resort areas in which our campuses reside, we are able to employ highly skilled and trained part-time faculty who have retired to or own homes in our communities.

12. What is the ratio of students per faculty member at your institution of higher education?

The student-faculty ratio for Fall 2012, based on IPEDS definition, is 14 to 1.

13. What is the ratio of student tuition increases in comparison to salary for administration, faculty and other staff?

Ratio of Change	FY09/10		FY10/11		FY11/12		FY12/13		FY13/14	
	Tuition	Salary	Tuition	Salary	Tuition	Salary	Tuition	Salary	Tuition	Salary
In-District Tuition	0.0%		8.9%		8.2%		5.7%		0.0%	
In-State Tuition	0.0%	3.5%	9.3%	1.0%	8.5%	0.0%	6.7%	3.0%	0.0%	3.0%
Out-of-State Tuition	0.0%		8.9%		9.0%		7.2%		0.0%	



14. How will the Affordable Care Act decrease health care costs for employees? Does your institution of higher education anticipate long-term savings? If so, please explain.

The Affordable Care Act will not decrease our health benefit costs for employees. The College currently provides 100% employer-paid coverage for all full-time benefit eligible employees and provides some employer-paid contribution towards dependent coverage. The College does not anticipate any short or long term savings due to the Affordable Care Act.

Workforce Needs and Employment After Graduation

15. Please provide information regarding what your institution of higher education is currently doing to ensure job placement.

As a comprehensive community college, CMC serves credit and non-credit students. CMC's largest body of credit students are within AA, AS and AGS degrees. Students have the opportunity to continue on for a four-year degree at CMC, transfer to other four-year *colleges, or find employment. For these students, our job placement efforts are limited to informing students of job and career potential in these various fields. The AAS degree and certificate students have opportunities to complete work experiences/ internships in their program of study. Additionally, job and career information, career coaching and job fairs are co-designed with Program Advisory Committees (PACs) to ensure that the skills taught are to provide preparation for jobs in local business and industry.*

CMC has begun offering two bachelor's degrees, a B.A. in Sustainability Studies and a B.S. in Business Administration. As part of the accreditation process CMC began a new Career Services office to assist students in identifying employers, arranging job fairs, and providing student training in resume writing, job interviewing and other job preparation areas. The college is currently expanding the responsibilities of the Career Services Director to provide assistance to ALL CMC (non-transfer) GRADUATES and to improve internship placement.

16. Once students graduate from your institution of higher education, what is the percentage that use their degree to find employment?

According to our 2012-13 Graduate Survey:
Out of 1,006 graduated students, 50.20% responded to the survey. Employment question breakdown follows.

Of the respondents almost 70% of graduates indicated they were employed.
42% indicated they were employed and it is NOT in related field of study.
36% indicated they were employed in a related field of study.
16% indicated they were seeking employment.
6% not seeking employment.

CMC also tracks the graduates of Career and Technical programs through the Federal V-135 process. For the 2011-12 fiscal year, 918 student records were surveyed and 424 did not answer the placement question or the CCCS data is not capturing it; of the remaining 494 records the data for 2011-12 indicated the following in December 2012:

- *204 students were employed in their CTE training area*
- *70 students were employed in an unrelated field*
- *22 students were unemployed and seeking employment*
- *15 students were unemployed and not seeking employment*

In comparison, for the 2010-11 Fiscal Year, 974 student records were surveyed. Of these, 480 did not answer the placement question or the CCCS data is not capturing it; of the remaining 494 records the data for 2010-11 indicated the following in December 2011:

- *206 students were employed in their CTE training area*

- *84 students were employed in an unrelated field*
- *14 students were unemployed and seeking employment*
- *20 students were unemployed and not seeking employment*

In terms of the Bachelor's graduates, the new Career Services Office is working to establish the processes to better track student placement after graduation. As the college had its first cohort of students graduate less than a year ago, we are still working to collect the employment percentages.

17. What is the average wage of your graduates?

    We do not have specific data on the average wage of our graduates, although we are considering adding this question to our next VE 135 survey.

18. If a graduate has a difficult time finding employment, what resources are available to him / her through your institution of higher education to find a job? What are the success rates of this effort?

    CMC has piloted a career coaching model for our Integrated Energy degree and certificate students. Through a grant, we offer services to students that include career advising and coaching, interest inventories, resume writing and interviewing skill workshops, job and career information. Additionally, hosting job fairs and on-campus company interviews and work experiences/internships have increased placement rates. This has also strengthened employer relationships as well as gaining their support to assist the students in degree completion. Faculty work closely with their CTE students in getting them placed in work experiences/internships which lead to employment opportunities.

    CMC has a new Career Services Office that provides assistance either in person, by phone, or by the website which includes a job-search database.

19. What efforts is your institution undertaking to receive input from Colorado businesses to prepare graduates that meet their workforce needs? How often do the Colorado businesses that you work with actually hire your graduates?

    The college relies on external stakeholders to help develop new programs and update/change existing programs. The new program process depends on having a team that consists of business and industry with current career, technical or professional experience or expertise in the area being developed. During the development of a new program a feasibility study is conducted to gather data from local/regional business and industry to make sure that the proposal meets current workforce needs. These external stakeholders serve on program advisory committees and continually provide updates on courses and *programs. This involvement helps to ensure that these local/regional business and industries hire our graduates as we have met their needs. Institutional Research does business and industry as well as community surveys to keep the college knowledgeable on trends that can impact programs. The college works closely with the Colorado Workforce Centers in the development of new programs as well as helping students to get the skills they need to be employed locally. Local business and industry hire our graduates on a regular basis, much of that is attributed to their involvement mentioned above.*

Student Loans

20. What is the loan default rate of graduates of your institution? If high, what steps are you taking to address it?

    The Fiscal Year 2010 three-year Cohort Default Rate (CDR) for CMC is currently 16.2%. Even though CMC is among the average for the state of Colorado, we are actively pursuing a Default Management Team to engage and educate our students on financial literacy and loan repayment options.

21. What is the average amount of time that it takes your graduates to repay their student loans?

    The average timeframe for loan repayment for CMC students is not currently calculated. Due to the many loan repayment options available and various loan servicing agencies, there is not a centralized process to pull this information. The standard repayment term is 10 years with opportunities to utilize other payment plans such as Income Based Repayment with a repayment term up to 25 years. The Default Management Team we are developing will be charged with researching this information.

Performance: Persistence, Completion, Closing the Gap

22. Since the Lt. Governor announced the "Master Plan" for institutions of higher education, please describe the following:

    a) If applicable, has your institution of higher education reduced the amount of time to credential their graduates? If applicable, has your institution of higher education reduced the amount of time to receive a 2-year or 4-year degree? Please distinguish percentages based on demographics, underserved communities, gender, etc.

       According to our most recent graduation rate or time to completion data for IPEDS, which is cohort based (First-time, Full-time, Degree seeking), the college tends to graduate students within 150% of the time (6 years) at about a 22% rate. Additionally, the transfer-out rate is 31%. Time to completion is not one of CMC's indicators in its contract with the State, although we work to get students graduated more quickly since students who delay have a lower overall likelihood of completion. CMC is participating in the redesign of developmental education so that students will be ready for college coursework after just one semester. Also, *CMC has expanded its online offerings to meet the scheduling needs of students who cannot attend face-to-face classes.*

b) What is your institution of higher education doing to retain students? What is your retention rate? Please distinguish percentages based on demographics, underserved communities, gender, etc.

CMC does many things to retain students since student retention continues to be on CMC's Balanced Scorecard (dashboard). Student Affairs has a very large array of activities such as comprehensive student-orientations, tutoring, advising, and counseling. Since student engagement is critical to student success, the college has a wide array of activities such as clubs, parties, special speakers, etc. to bring students together with each other and faculty and staff. Academic Affairs scores very high on CCSSE benchmarked data in terms of student engagement by way of class-based and extracurricular activities which level our mountain locations and local recreational opportunities. CMC targets the most vulnerable students for better retention by identifying a large list of "Barrier Courses," those courses with the highest attrition rates. Barrier courses receive more attention in terms of tutoring, advising, mentoring, etc. CMC data show significant improvements in student completion due to Barrier Course interventions.

Retention rates:

Colorado Mountain College - College Wide FA12 IPEDS Population						Spring 2013					Fall 2013		
						SP13		Student Progress Report Persistence			FA13		Balanced Scorecard Retention
Surds Registration Status	Students (n)	Degree Seeking	Students (n)	Credit Load	Students (n)	FA12 Students persisted in SP13	%	% Calculated for Student Progress Report			FA12 Students retained in FA13	%	% Calculated for Balance Scorecard
1st-time	968	Degree Seeking	687	FULL-TIME	420	350	83%	**First time in college**			285	68%	**68%**
				PART-TIME	267	163	61%	ALL	656	67.77%	137	51%	**51%**
		Not Degree Seeking	281	FULL-TIME	58	29	50%	Full-time	379	79.29%	18	31%	
				PART-TIME	223	114	51%	Part-time	277	56.53%	66	30%	
Transfer	347	Degree Seeking	183	FULL-TIME	117	96	82%				81	69%	
				PART-TIME	66	46	70%				33	50%	
		Not Degree Seeking	164	FULL-TIME	27	13	48%				13	48%	
				PART-TIME	137	57	42%				36	26%	
Continuing	3618	Degree Seeking	2540	FULL-TIME	1056	919	87%	**All other students***			692	66%	
				PART-TIME	1484	1010	68%	All	3433	70.36%	798	54%	
		Not Degree Seeking	1078	FULL-TIME	132	92	70%	Full-time	1184	84.75%	72	55%	
				PART-TIME	946	451	48%	Part-time	2249	64.59%	357	38%	
High School	914	Degree Seeking	57	FULL-TIME	23	23	100%				20	87%	
				PART-TIME	34	28	82%				22	65%	
		Not Degree Seeking	857	FULL-TIME	42	41	98%				34	81%	
				PART-TIME	815	657	81%				550	67%	

		FA12 Students persisted in SP13	%
Total Full-Time	1875	1563	83%
Total Part-Time	3972	2526	64%

	FA12 Students retained in FA13	%
Total Full-Time	1215	65%
Total Part-Time	1999	50%

* All Other Students includes Transfer (green), Continuing (purple), and High School (blue).

c) Does your institution of higher education experience an attainment gap? If so, what is the institution doing to remedy such issues?

Success of at-risk, minority and under-represented (e.g. women or men) students is very important to CMC. We do in fact have some attainment gaps.

As a response to these gaps, CMC has taken on various initiatives. For example, we have a full-time Youth Outreach Coordinator who focuses largely on Hispanic students and we provide some daycare assistance at some locations. The Assistant VP over Career and Technical Education has a variety of initiatives to improve minority participation in programs, including special training, bringing experts, working with advisory committees, etc. The improvement of success of at-risk and minority students has been on the college's Strategic Plan for the past several years, as an initiative to improve recruitment and retention of Latino and other under-represented populations college wide. Also, this effort is in support of CMC's Master Plan with the State.

ASSET

23. Last session, we passed Colorado Asset (S.B. 13-033) so that undocumented students are able to receive in-state tuition. How many undocumented students is your institution of higher education currently serving?

    Colorado Mountain College is currently serving 148 ASSET students. Ninety-seven of them are returning students and 51 are new students.

Aims Community College

Higher Education Funding Request and Options for Statutory Change

24. Please clarify your plans for tuition and fee increases in FY 2014-15.

    The College is now debating whether or not a modest increase of 1% is viable. One consideration regarding tuition is perceived value if tuition is too low or significantly lower than everyone else. Since Aims has not increased tuition rates in the last two years and eliminated various fees, we are concerned that a portion of the population we serve may perceive this negatively and, thus, go elsewhere to enroll in College.

25. How will low income students fare under your plan for FY 2014-15 tuition increases and financial aid allocations?

    We anticipate little or no impact.

26. What recommendations do you have for the Joint Budget Committee and the General Assembly to make the funding for higher education more equitable across institutions?

    Depends on mission and how you define equitable. Is it based on FTE, or completers or performance contract metrics?

27. How does your institution define "need based aid", "merit based aid", and "work study"? Do you have a position on the staff recommendation to clarify financial aid statutes?

    Aims uses standard definitions of need-based, merit and work-study.

    Need-based aid: financial aid that you can receive if you have financial need and meet other eligibility criteria. You can't receive more need-based aid than the amount of your financial need.

    Non-need based aid: financial aid that is not based on your expected family contribution

(EFC). What matters is your cost of attendance (COA) and how much other assistance you've been awarded so far.

<u>Work-study</u>: provides part-time jobs for students with financial need, allowing them to earn money to help pay education expenses.

<u>Tuition Increases: Cost Drivers</u>

28. What does it cost you to educate a student? Is your tuition above or below that amount?

The cost depends on the courses. In general transfer courses other than aviation, according to the Budget Data Book submitted for 2012-13, we spent $9,115.32 per student in the general fund. We collected a total of $9,208,117 in tuition for 3,591 FTE. This is $2,564 tuition per student. Obviously, tuition is below the amount to educate.

29. If tuition were lowered would more students come? Would it increase overall revenues if tuition were less? What is the breakeven point?

We anticipate that we would not get more students unless we significantly dropped tuition value proposition. We have held tuition steady for the past two years and enrollment has declined slightly. As it is, our tuition rate is one of the best deals around. If we do not get more students, then it would only lead to decrease in revenues.

30. Since FY 2000, how have your operations costs increased and by what percentage? Please describe reasons for operational cost increases.

Most increases have to do with technology upgrades and facility increases. (See table below)

OPS from 1999-00 through 2012-13

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Ops Spending	10.3k	11.8k	11.8k	12.3k	13.9	14.5k	16.5	17.4k	15.1k	17.0k	16.0k	14.4k	14.7k	16.3k
FTE	3,582	3,812	3,953	3,876	3,324	3,091	2,961	3,050	2,962	3,145	3,581	3,692	3,721	3,591
Ops Spend / FTE	2874	3107	2997	3178	4180	4694	5594	5713	5111	5415	4475	3892	3968	4529

31. For institutions of higher education that are in rural areas of the state, are there increased operational costs? Please explain.

Aims' operational costs are affected by the operational and travel costs of serving our district and area. We incur more travel because of distances between our south, west, and north district areas. In order to adequately serve program needs we are not able to share immobile equipment for programs so either we cannot offer the program or we must duplicate costs to adequately serve our district's needs.

We are not able to collaborate with any 4 year colleges on similar programs because it is not in their role and mission to offer such programs as welding, auto service, and auto collision etc. which incur ongoing and high capital costs.

Since 2000, please provide a breakdown of your administrative costs and the percentage of annual increases.

(see table below)

			Admin Costs from 1999-00 through 2012-13											
Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Admin Spending	3.7k	4.3k	4.3k	3k	5.5k	4.9k	5.2k	5.6k	5.0k	5.8k	5.8k	5.1k	5.6k	5.9k
FTE	3,582	3,812	3,953	3,876	3,324	3,091	2,961	3,050	2,962	3,145	3,581	3,692	3,721	3,591
Admin Spend / FTE	1020	1121	1088	786	1644	1592	1751	1821	1679	1838	1611	1370	1507	1641

32. Please provide a breakdown of the salaries for administration positions, faculty, etc.

Annual Salaries:

Total administrators = $2,845,876
Total FT faculty = $5,355,472
Total FT exempt staff = $4,152,251
Total FT non-exempt staff = $3,904,422

33. What is the percentage of full time faculty vs. adjunct faculty?

98 (27%) full time faculty
268 (73%) adjunct faculty

34. What is the ratio of students per faculty member at your institution of higher education?

Student: Faculty ratio 16:1 (IPEDS)

35. What is the ratio of student tuition increases in comparison to salary for administration, faculty and other staff?

No tuition increase for past three years
4% salary increase for administration, faculty, exempt & non-exempt staff for FY 13/14

36. How will the Affordable Care Act decrease health care costs for employees? Does your institution of higher education anticipate long-term savings? If so, please explain.

For full-time benefited employees, there is a reduction of out-of-pocket expenses due to Essential Health Benefits implemented due to ACA. For part-time non-benefited employees, the cost is unknown. Aims does not anticipate long-term savings.

Workforce Needs and Employment After Graduation

37. Please provide information regarding what your institution of higher education is currently doing to ensure job placement.

CTE programs are developed and maintained for those industries with local, regional, and state demand for employees. Programs are regularly evaluated to ensure that they remain viable for preparing students for direct entry into the workforce, and/or for further postsecondary education.

To ensure job placement, Aims Community College maintains strong advisory committees for each CTE Program. The committees, comprised of 51 percent or higher of business/industry members meet a minimum of two times per year (or more) to review and make recommendations on curriculum. Certificate and degree programs are regularly revised to ensure that students learn the required job skills for employment.

Students participate in clinicals for Health programs, and in many other CTE programs, students have the opportunity to enroll in job-related Internships. The internships may be paid or unpaid.

Aims has had a strong, long-term partnership with Employment Services of Weld County and Larimer County. Through these partnerships, task forces in a variety of industries have been formed to invite business members to the table to share requirements for the workplace. Over the years, a stronger emphasis and recommendations have been placed on soft skills required for employment. Due to these recommendations, several CTE programs have added Management courses in Team Building, Ethics & Values, and Time Management.

38. Once students graduate from your institution of higher education, what is the percentage that use their degree to find employment?

For the most recent reporting year for CTE Follow-up, 93.9 percent of certificate and/or degree completers were reported as TPP (Total Positive Placement). TPP includes CTE completers who were placed in employment, continuing education, or placed in military service or apprenticeships programs two quarters after the end of the academic reporting year.

39. What is the average wage of your graduates?

Aims Community College no longer asks CTE Completers salary/wage information.

40. If a graduate has a difficult time finding employment, what resources are available to him / her through your institution of higher education to find a job? What are the success rates of this effort?

The Career Services Office provides job search assistance for all current and former students. This includes:

- *Educating students on how to write cover letters and resumes.*
- *Recording mock interviews with students and sharing constructive feedback to prepare them for professional job interviews.*
- *Helping students register for Career Advance which allows employers to post jobs and enables students to upload job search materials to apply for jobs online.*
- *Connecting students with employers through our annual career fair.*

The primary users of these services are students pursuing CTE (Career & Technical) education programs. As such, these students also tap into the expertise of their CTE faculty who refer them to job opportunities and provide job search advice. Furthermore, each CTE program meets bi-annually with their advisory committees consisting of business and industry professionals who review existing and/or create new program curriculum to ensure the program adequately prepares students for entry-level positions. Students often network with these individuals through class presentations and internship opportunities, thus, gaining yet another potential employment pathway.

Because of the multiple avenues students access to receive employment assistance, identifying the most significant piece that contributed to the employment for the student is difficult at best. The institution does track employment rates of CTE students per state law; however, the report does not provide the level of detail to answer this question.

41. What efforts is your institution undertaking to receive input from Colorado businesses to prepare graduates that meet their workforce needs? How often do the Colorado businesses that you work with actually hire your graduates?

Response #15 above relates to efforts that Aims takes to receive input from business/industry to prepare graduates. Involved business/industry members regularly hire completers from Aims CTE certificate and degree programs. Two excellent examples include the hiring of health care students for Assisted Living Homes (CNAs), and local and regional hospitals hiring nurses. Also, as an indication of commitment, Leed Fabrication recently donated a monetary gift of $100,000.00 to help equip the expansion of Aims Welding facility to the south county campus in Fort Lupton. Leed states that Aims students have excellent welding skills and soft skills for employment.

Aims is also partnering with the Greeley Chamber of Commerce to develop "Aims WorkSource". The program provides affordable, relevant and reliable training for our students that will prepare them for careers in current and emerging industries. *www.aims.edu/worksource*

Student Loans

42. What is the loan default rate of graduates of your institution? If high, what steps are you taking to address it?

Aims most recent 3-year cohort default rate is 23.5%. We are forming an advisory committee to establish a default management plan. We are also developing a financial literacy program. In addition, a staff member has begun to work on other default prevention strategies. Due to the economic conditions in the State from 2008 – 2012, job availability had an impact on students' ability to repay their student loans. This has been a contributor in the increase in the default rate.

43. What is the average amount of time that it takes your graduates to repay their student loans?

Actual timeframe for repayment for Aims students is unknown. The normal repayment time is 10 years.

Performance: Persistence, Completion, Closing the Gap

44. Since the Lt. Governor announced the "Master Plan" for institutions of higher education, please describe the following:

    a. If applicable, has your institution of higher education reduced the amount of time to credential their graduates? If applicable, has your institution of higher education reduced the amount of time to receive a 2-year or 4-year degree? Please distinguish percentages based on demographics, underserved communities, gender, etc.

While it is too soon to determine the success of the redesign of the Colorado Community College Developmental Education process, Aims has *committed to focusing on the changes to the process to provide a course structure to allow students the opportunity to complete their course work in developmental Math and English after two semesters and start their college coursework sooner.*

While there has been success with this process for some students, others find they need more developmental assistance to be ready to take on the rigor of a typical college level Math or English class.

b. What is your institution of higher education doing to retain students? What is your retention rate? Please distinguish percentages based on demographics, underserved communities, gender, etc.

Aims has several programs to promote retention including two TRIO grants and the Emerging Scholars Program which offer services to high-risk student populations such as first-generation students, students of low income, and those who place into developmental courses. Services include intensive academic advising, scholarship money, tutoring, peer mentoring, and focused study groups.

The college offers a First Year Experience (FYE) class to all incoming students and requires this course for any student who places into developmental courses. The FYE class supports the successful academic and social transition of students to promote engagement and retention.

Additionally, the college employs a tracking system (Starfish) which allows faculty to report students at any point in the term who are at risk of failing. Once a student is reported, Retention Advisors follow-up to direct those students to institutional resources that aid in retention.

Aims institutional retention rate is 65% (fall to spring) and 39% (fall to fall).The TRIO programs average 70% retention fall to fall and 88% retention fall to spring. The Emerging Scholars and FYE programs average 75% retention fall to fall and 51% retention fall to spring.

Full-time student retention = 65%
Part-time student retention = 43%

c. Does your institution of higher education experience an attainment gap? If so, what is the institution doing to remedy such issues?

The only gaps we scrutinized were with Math and English courses. The *populations we looked at were Minority, Low-Income and First Generation. We have a slight gap in the minority population compared to the non-minority population, but we don't have gaps in Low-income or first generation. Aims is providing additional Student Support Services to increase attainment. (See answer to question 22 b.)*

ASSET

45. Last session, we passed Colorado Asset (S.B. 13-033) so that undocumented students are able to receive in-state tuition. How many undocumented students is your institution of higher education currently serving?

45 students enrolled at some point this Fall semester
37 students still enrolled by end of this Fall semester

4:40-5:00 AREA VOCATIONAL SCHOOLS

Higher Education Funding Request and Options for Statutory Change

1. Please clarify your plans for tuition and fee increases in FY 2014-15.

   We plan to raise tuition at a level consistent with years past, which will either be 0%, or at most at a level which is in line with the Denver area CPI of 3-4%. We do not envision any issues with containing tuition and per credit fees to the ceiling of 6% for the upcoming year. None of our three campuses can remember when we raised tuition in excess of 6 percent in any one year.

2. How will low income students fare under your plan for FY 2014-15 tuition increases and financial aid allocations?

   Our institutions serve a wide variety of student demographics, and we have always placed a high importance/emphasis on providing opportunity to all students who wish to learn. Given this, coupled with the fact we are the lowest tuition option in the state, we feel our moderate tuition increases will have little to no effect on low income students. In addition, given the high percentage of our population who are Pell Eligible, of which currently averages 43% of our population, financial aid increases will definitely assist with our needs based students.

3. What recommendations do you have for the Joint Budget Committee and the General Assembly to make the funding for higher education more equitable across institutions?
   The three Area Vocational Schools are very pleased with the Governor's Budget request of 11 percent General Fund increase for each governing board. Although we are not state

agencies, we will absolutely comply with the tuition limitation of 6 percent.

As state support continues to increase, we would be happy to engage with representatives of other institutions in order to consider allocation methodologies. The state should consider "updating" its allocation methodology to reflect current role and missions, high cost programs, enrollment changes, and total funding available to institutions. We look forward to these discussions.

4. How does your institution define "need based aid", "merit based aid", and "work study"? Do you have a position on the staff recommendation to clarify financial aid statutes?

We define "need based aid", and "work study" through the Expected Family Contribution (EFC) number, from the Free Application for Federal Student Aid (FAFSA). We currently do not have any merit based aid with our institutions, but will participate in Colorado Merit in F 2014-15, assuming the budget is approved.

We have worked well with the CCHE and Department staff in the past and see no need for statutory modification at this time.

<u>Tuition Increases: Cost Drivers</u>

5. What does it cost you to educate a student? Is your tuition above or below that amount?

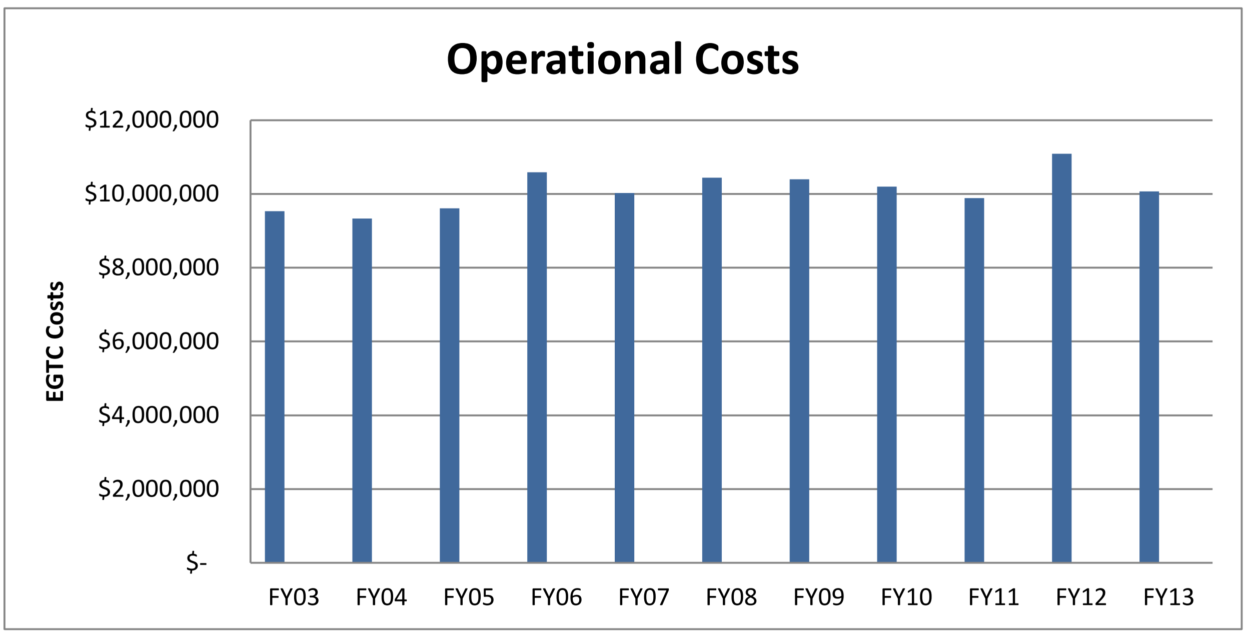
The costs vary by program, as some of our programs have a mandated faculty: staff ratio as set by accrediting boards (example is Practical Nursing with its 6:1 clinical ratio as dictated by the ACEN, Accreditation Commission for Education in Nursing). In addition, some programs are much more cost intensive from a material standpoint (Aircraft Maintenance, Welding etc...) than others, which will greatly impact any analysis on the "cost" to educate a student. Bottom line, tuition is not enough to cover the cost to educate a student, in any of our programs, and we must rely on fees, grants and most importantly state General Fund appropriations to assist in funding a student's education.

6. If tuition were lowered would more students come? Would it increase overall revenues if tuition were less? What is the breakeven point?

The assumption that more students would come due to lower tuition would have to be analyzed based on an economic trend analysis of this particular scenario. The breakeven point would have to be determined by the data from the trend analysis. Given we offer the most affordable tuition in the state, and we have made a consistent practice of increasing tuition at a rate less than our peers (typically 0-4% per year), we feel we represent the working example of the spirit of this question. It may be possible that more students would come if tuition were lowered, but without knowing with certainty the pipeline of potential *students who are not currently attending because of the tuition price, we do not know with certainty if more students would come. To look at it economically, we would have to increase enrollment at a rate (% wise) higher than the % reduction in price. Assuming we can draw more students than this, and we have the capacity to accommodate them, then overall revenues would go up incrementally. Capacity could be an issue for some of our programs – with mandated students/faculty ratios, as well as space and materials concerns, our programs can't automatically increase.*

7. Since FY 2000, how have your operations costs increased and by what percentage? Please describe reasons for operational cost increases. *We are members of our local school districts, and as a result, we comply, use and are subject to the tools and data that is reported and stored by the districts. We do not prepare separate financial statements. Given more time to prepare for this, we could assemble paper copies (only means possible back to FY 2000, at this point) from the District back to the specified timeframe to accurately answer this question.*

   If we look at data readily available, our operational costs for the past eleven (11) years have increased a total of six (6) percent over that timeframe. There are many variables at play including high cost attrition of faculty and various savings associated with equipment and technology advancements that are offset by risings costs of materials, labor and benefit costs as well as investments in ERP technology.



8. For institutions of higher education that are in rural areas of the state, are there increased operational costs? Please explain.

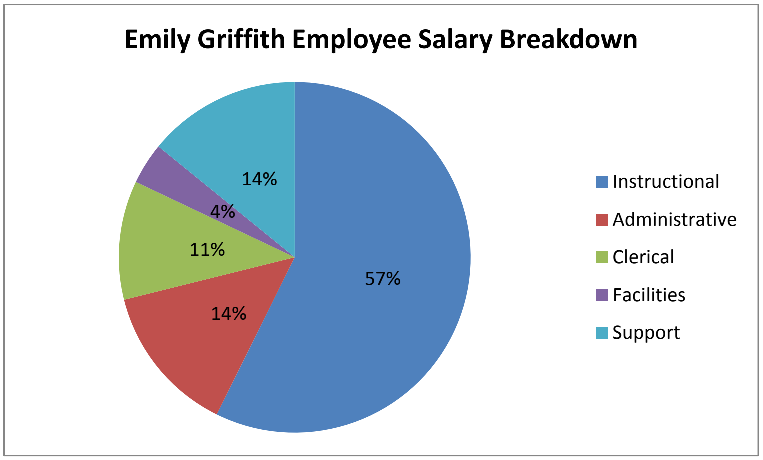
   This question pertains to one of the three Area Vocational Schools (Delta-Montrose). The isolation of Delta Montrose Technical College does create some high cost challenges. The 10 county service areas on the Western Slope requires additional travel costs for student internships, clinicals and industry learning experiences. That geographical distance requires more distance delivery of curricular content, which necessitates additional staff time in order to support distance learning, while still providing hands-on labs and clinical experiences. There are increased costs for staff development due to fewer opportunities on the western slope which creates the cost of travel for staff training.

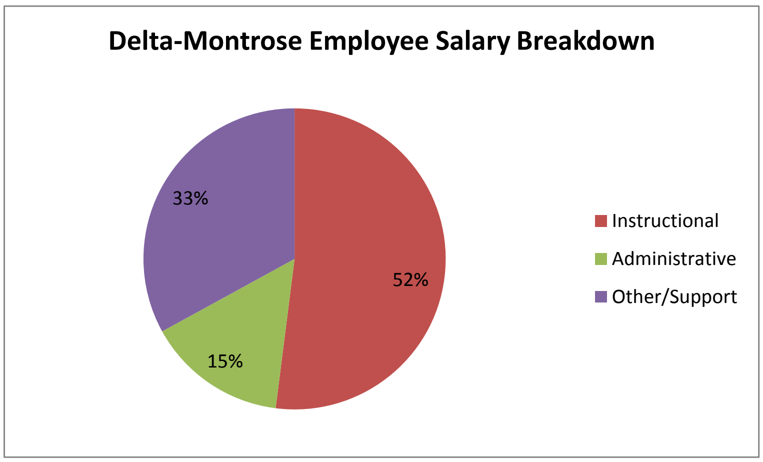
9. Since 2000, please provide a breakdown of your administrative costs and the percentage of annual increases.

   We are members of our local school districts, and as a result, we comply, use and are subject to the tools and data that is reported and stored by the districts. We do not prepare separate financial statements. In addition, all administrative increases are linked in with the local school district negotiations with all bargaining units and job classes (including administrative roles). Given more time to prepare for this question, we could assemble paper copies (only means possible back to FY 2000, at this point) from the District back to the specified timeframe to accurately answer this question. Over the past five years, those increases have fluctuated between zero percent (0%) and 1.7% annually.

10. Please provide a breakdown of the salaries for administration positions, faculty, etc.

   It should be noted that we are part of the Public School Systems, and as a result, we comply and work with all bargaining units associated with the District(s), and that each classification listed below it based on where the district classifies the position. Salary increases for all groups, including administrators, are handled by the School District, as part of their negotiations with each respective unit.





11. What is the percentage of full time faculty vs. adjunct faculty?

Institution	Full Time	Part Time/Adjunct
Emily Griffith (w/ Apprenticeship)	22%	78%
Emily Griffith (w/o Apprenticeship)	44%	56%
Pickens	69%	31%
Delta-Montrose	17%	83%

12. What is the ratio of students per faculty member at your institution of higher education?

Based on data, as published by IPEDS and used by the National Center for Education Statistics, our student to faculty ratio is:

Institution	Faculty:Student Ratio
Emily Griffith	12:1
Pickens	23:1
Delta-Montrose	8:1

13. What is the ratio of student tuition increases in comparison to salary for administration, faculty and other staff?

Institution	Tuition to Admin salary increase ratio	Tuition to Admin salary increase %
Emily Griffith	2.5:1	4.3% / 1.7%
Pickens	3:1	1% / .3%
Delta-Montrose	0:1.5	0% / 1.5%

**Pickens modeled over 3 years. The last FY saw 0% for both*

14. How will the Affordable Care Act decrease health care costs for employees? Does your institution of higher education anticipate long-term savings? If so, please explain.

Given we are associated with the Public School Systems, we are linked in with them on all Health Care decisions. Given these decisions are made centrally, we do not currently have control or insight into the long term impacts of the Affordable Health Care Act impacts on our employees. We do not anticipate any material impacts or benefits to employees, as the vast majority will retain their current employee sponsored plans.

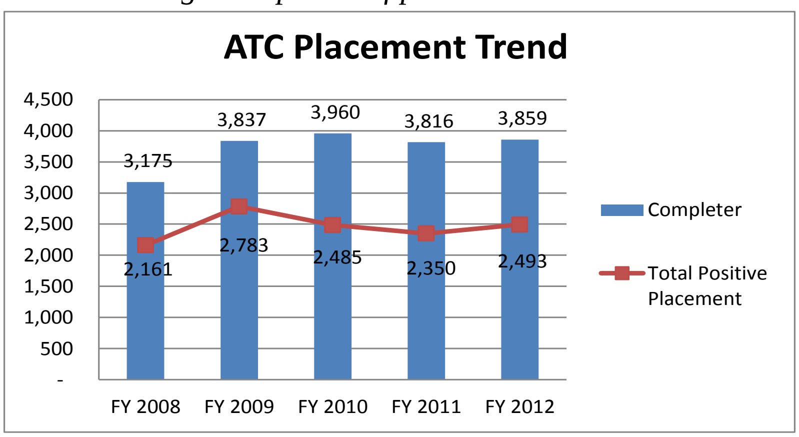
<u>Workforce Needs and Employment After Graduation</u>

15. Please provide information regarding what your institution of higher education is currently doing to ensure job placement.

Emily Griffith provides placement services and assistance to all students. We have revised our focus with our Career and Placement Advisers to work closely with students upon admission to the college to develop an understanding of the career they are attempting to pursue. Once a student is enrolled in their program and is close to completion students are provided assistance with interviews, resume workshops, and a working wardrobe for appropriate attire for work. Students can also access job postings through their student portal in our student *information system. These services are provided through our Student Success Center and Supervisor of Career and Placement Advising. We also have a Cooperative Education Coordinator for our Business Programs who works closely with each faculty member, employers, and the student to establish leads, interviews and job opportunities for program completers. Specific to Pickens, instructors, administrators and advisory board members collaborate to assist with individual job placement needs along with our academic advisors. We are currently researching the possibility of hiring a full time job placement internship coordinator for the 2014-2015 school year. In January of this year we will be hiring an adjunct to begin the work.*

16. Once students graduate from your institution of higher education, what is the percentage that use their degree to find employment?

    The Area Technical Colleges placement rate currently stands at 65% (FY12), based on positive respondents vs. total completers. We believe in strong placement rates, and have placed emphasis in the "Master Plan" on maintaining excellence by achieving placement rates at a level at or among the top 25% of peer institutions.



17. What is the average wage of your graduates? –

    We offer variety of programs, and our goal is to attract, retain, complete and place students into employment in their field. Salary ranges can vary greatly depending on the program, and examples based on the Colorado Department of Labor Occupational Handbook have been included below:

	Example Wages			
Program	**Entry level**		**Experienced**	
HVAC	$	14.69	$	26.75
Practical Nursing	$	17.31	$	23.61
Cosmetology	$	9.17	$	14.56
Automotive Technician	$	10.43	$	22.34

18. If a graduate has a difficult time finding employment, what resources are available to him / her through your institution of higher education to find a job? What are the success rates of this effort?

    For Emily Griffith, we are currently establishing a system to have students report to us if they are having difficulty finding employment so we can provide assistance. For Pickens, we currently have instructors, administrators and advisory board members collaborate to assist with individual job placement needs along with our academic advisors. We are currently researching the possibility of hiring a full time job placement internship coordinator for the 2014-2015 school year. In January of this year we will be hiring an adjunct to begin this work.

19. What efforts is your institution undertaking to receive input from Colorado businesses to prepare graduates that meet their workforce needs? How often do the Colorado businesses that you work with actually hire your graduates?

    Each instructional program has its own advisory committee made up of business and industry representatives. We use the advisory groups to assist us with curriculum review as well as job placement, internships etc….

<u>Student Loans</u>

20. What is the loan default rate of graduates of your institution? If high, what steps are you taking to address it?

    Currently, Delta-Montrose is the only Area Technical College that offers student loans. Their official three (3) year default rate is 18.8%.

21. What is the average amount of time that it takes your graduates to repay their student loans?

    Currently, Delta-Montrose is the only Area Technical College that offers student loans. Their average payback is three (3) years, due to the small loan amount compared to 4 year institutions.

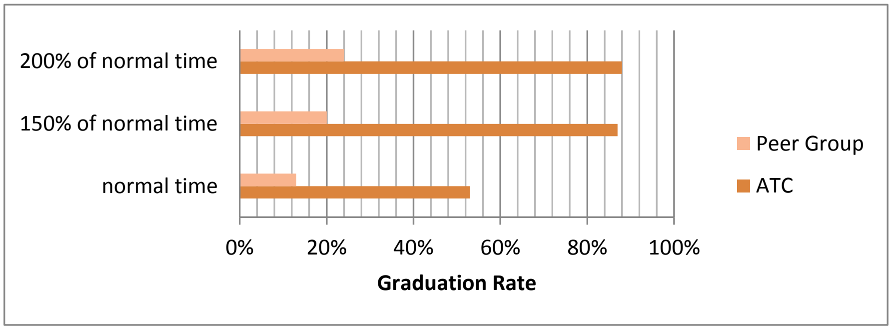
Performance: Persistence, Completion, Closing the Gap

22. Since the Lt. Governor announced the "Master Plan" for institutions of higher education, please describe the following:

   a. If applicable, has your institution of higher education reduced the amount of time to credential their graduates? If applicable, has your institution of higher education reduced the amount of time to receive a 2-year or 4-year degree? Please distinguish percentages based on demographics, underserved communities, gender, etc. – *Not applicable*

   b. What is your institution of higher education doing to retain students? What is your retention rate? Please distinguish percentages based on demographics, underserved communities, gender, etc. – *A majority of our programs can be completed is less than 12 months. However, as part of our performance plan metric, as submitted to CDHE, our goal is increase persistence rates within certificate programs more than one semester in length from Semester 1 to Semester 2.*

   c. Does your institution of higher education experience an attainment gap? If so, what is the institution doing to remedy such issues? – *Using national data, we measure time to completion for our students against national peer institutions. The peer data indicates positive performance for the three Area Technical Colleges. Still, this is always a critical issue, and something that must be constantly measured and monitored.*



Pickens does experience the attainment gap; they have services in place such as free and reduced lunch options and access to computers and technology to students who do not have their own.

ASSET

23. Last session, we passed Colorado Asset (S.B. 13-033) so that undocumented students are able to receive in-state tuition. How many undocumented students is your institution of higher education currently serving?

    Emily Griffith currently has eighteen (18) students who have applied and been granted In-State tuition/fees under the ASSET bill. Pickens currently have processed 23 applications, and have another 3 pending.

ADDENDUM: OTHER QUESTIONS FOR WHICH SOLELY WRITTEN RESPONSES ARE REQUESTED

Department of Higher Education

1. Provide a list of any legislation that the Department has: (a) not implemented or (b) partially implemented. Explain why the Department has not implement or has partially implemented the legislation on this list.
   Currently, there is no unimplemented legislation that impacts the Department.

2. Does the Department have any outstanding high priority recommendations as identified in the "Annual Report of Audit Recommendations Not Fully Implemented" that was published by the State Auditor's Office on June 30, 2013? What is the department doing to resolve the outstanding high priority recommendations?
   http://www.leg.state.co.us/OSA/coauditor1.nsf/All/D36AE0269626A00B87257BF30051FF84/$FILE/1337S%20Annual%20Rec%20Database%20as%20of%2006302013.pdf

   The Department has no outstanding audit recommendations. The recommendation identified in the "Annual Report of Audit Recommendations Not Fully Implemented" as of June 30, 2013 has been implemented as fully as is practicable at this time. Specifically, the recommendation pertains to fee-for-service contracts and better specifying what exactly is being purchased through these contracts with the governing boards. The Department of Higher Education has engaged with representatives from the Governing Boards in an evolving conversation about Fee for Service contracts and the College Opportunity Fund system in general. This conversation includes discussion of the accuracy and usefulness of the Fee for Service contract categories and how to better represent what is being purchased by the State in the contracts. However, due to the larger issues surrounding higher education funding, namely TABOR Enterprise status, no final resolutions have, as yet, been determined. The Department continues to evaluate the issue of Fee for Service contract categories as they relate to the larger issue of the College Opportunity Fund and are being specifically addressed through development of a performance based funding plan as required by 23-1-108(1.9)(a)(II) C.R.S.

In an effort to foster better transparency in the Fee for Service contract process, the Department recently began posting all the contracts on its website along with a "key" that breaks each down in a tabulated format. Please see the following link for more information:

http://highered.colorado.gov/Finance/Budget/FFS.html

3. Does the department pay annual licensing fees for its state professional employees? If so, what professional employees does the department have and from what funding source(s) does the department pay the licensing fees? If the department has professions that are required to pay licensing fees and the department does not pay the fees, are the individual professional employees responsible for paying the associated licensing fees?

   The Department of Higher Education does not pay professional licensing fees for employees.

4. Does the department provide continuing education, or funds for continuing education, for professionals within the department? If so, which professions does the department provide continuing education for and how much does the department spend on that? If the department has professions that require continuing education and the department does not pay for continuing education, does the employee have to pay the associated costs?

   The Department of Higher Education does not pay continuing education for employees.

5. During the hiring process, how often does the number one choice pick candidate turn down a job offer from the department because the starting salary that is offered is not high enough?

   The Department does not specifically track this data, but on occasion a candidate has turned down the position due to compensation. However, since all posted positions contain compensation ranges, the Department assumes that those for whom the ranges are not adequate simply do not apply.

6. What is the turnover rate for staff in the department?

   The Department of Personnel will provide a statewide report in response to this question during the Department of Personnel's hearing with the Joint Budget Committee.

History Colorado
Department of Higher Education

Questions Common To All Departments

1. Please describe how the department responds to inquiries that are made to the department. How does the department ensure that all inquiries receive a timely and accurate response?

History Colorado is a public service agency that responds to inquiries in a number of ways.

- *Open records requests*

  Requests are coordinated through the Human Resources Office, which provides follow up with the appropriate staff person in each program area to ensure that responses are generated in a timely manner meeting all required deadlines. This could be the designated agency ombudsman in the President's Office who works with the Governor's Office to coordinate complaints or issues or phone calls received by the Governor's Office, Department of Higher Education, and directly from the general public.

- *Museum operations and historic research requests for information*

  Museum Operations staff receive many kinds of requests -- requests to donate objects; requests for specific historic information; requests for resources from school teachers; and requests from companies wanting to sell us any number of products, including traveling exhibits. It is our policy to respond to all such requests as promptly as we possibly can. Serving audiences -- teachers, potential donors, interested members of the public -- is central to our mission. This service is at the heart of History Colorado's work.

- *State Historical Fund*

  General inquiries are fielded by a Grants Assistant who answers the question or who transfers the question to a specialist. Detailed questions from potential grant recipients are referred to Outreach Specialists who address issues either by phone, e-mail, or in regional meetings. Questions directed to the office are typically answered immediately or at least within a 24-hour period. Historic Preservation Specialists and Contracts Specialists work in tandem on grants that have been awarded to address questions about the grants they oversee. To ensure timely response, all inquiries are logged and a Gifts database tracks the progress of awarded grants and associated correspondence.

- *Office of Archaeology and Historic Preservation (OAHP)*

  OAHP handles a wide variety of inquiries related to its many responsibilities. It administers the state's responsibilities under the National Historic Preservation Act, the state's statutes covering antiquities and unmarked human graves, issues concerning preservation planning and tax credits, and an information management system that keeps records on historic structures, districts, and archaeological sites in the state. The office normally reviews about 3,000 projects a year and works with our federal, state, and private partners to respond to all inquiries, typically within 5 to 10 days of receipt of a letter. All correspondence must be addressed within a 30-day limit. Phone calls are logged and typically answered either immediately or within a 24-hour period. A similar response time is typical for e-mail. For data requests the response rate ranges from no more than two hours for phone inquiries to two - five days for inquiries regarding data for large survey areas or significant numbers of records. Reports of unmarked graves are *addressed expeditiously and always within 24 to 48 hours of the report. The office has professionals with a wide range of expertise so that questions about archaeology, historic structures, tax credits, historic preservation, and information management can be addressed promptly. All units keep records of their correspondence to ensure accurate and timely responses.*

ADDENDUM: OTHER QUESTIONS FOR WHICH SOLELY WRITTEN RESPONSES ARE REQUESTED

1. Provide a list of any legislation that the Department has: (a) not implemented or (b) partially implemented. Explain why the Department has not implement or has partially implemented the legislation on this list.

   History Colorado has no outstanding legislative issues.

2. Does Department have any outstanding high priority recommendations as identified in the "Annual Report of Audit Recommendations Not Fully Implemented" that was published by the State Auditor's Office on June 30, 2013? What is the department doing to resolve the outstanding high priority recommendations?

   The outstanding issue is the Cash Funds Excess Uncommitted Reserves. CRS. 24-80-209 is the statute that established this Fund. Fund 509 consists of earned revenue that is generated at seven regional museums statewide and event revenue at the new History Colorado Center in Denver. History Colorado has reported that the excess uncommitted reserve minus non-fee and exempt fund balance is $38,800 as of July 1, 2013. History Colorado expended $140,298 in excess uncommitted reserves in FY 2012-13. This was the first year of full business operation of the new History Colorado Center. Its operations resulted in the growth of non-exempt earned revenue. The growth of non-exempt revenue resulted in the excess uncommitted reserve that was cited in the Audit Report. History Colorado financial staff monitors the revenues, uncommitted cash reserves and expenditures monthly to ensure compliance with the statute on uncommitted cash fund reserves. History Colorado intends to have the fund balance in compliance with targeted fee reserve by the end of FY 2013-14.

3. Does the department pay annual licensing fees for its state professional employees? If so, what professional employees does the department have and from what funding source(s) does the department pay the licensing fees? If the department has professions that are required to pay licensing fees and the department does not pay the fees, are the individual professional employees responsible for paying the associated licensing fees?

   There are no professional staff employed at History Colorado required to maintain professional licenses.

4. Does the department provide continuing education, or funds for continuing education, for professionals within the department? If so, which professions does the department provide continuing education for and how much does the department spend on that? If the department has professions that require continuing education and the department does not pay for continuing education, does the employee have to pay the associated costs?

History Colorado recognizes that the skills and knowledge of its employees are critical to the success of the organization. The agency addresses staff development in two ways. One is annual professional development through conferences and non-degree or non-certification courses. These costs are annually budgeted within the department's operational budget.

The other is a higher educational tuition assistance program intended to encourage employees to improve job-related skills and to be in a position to advance within History Colorado

.

Employees interested in educational tuition assistance must apply through their Division supervisor. Approved applications are forwarded to the President and CEO. Final approval is at the President and CEO's discretion. All applications are subject to meeting requirements of the program and availability of budgeted funds. Assistance is limited and employee match is required with school and degree program performance requirements specified. All History Colorado staff are eligible for the program. Last fiscal year (FY-13), the agency invested $7,950.

5. During the hiring process, how often does the number one choice pick candidate turn down a job offer from the department because the starting salary that is offered is not high enough?

It has not been the case that the number one candidate has turned down a job offer due to the hiring salary. It is History Colorado's practice to post the salary on the job announcement and clearly communicate salary restrictions throughout the recruitment and selection process.

6. What is the turnover rate for staff in the department?

It is History Colorado's understanding per coordination with DPA that DPA is providing the turnover rate.

<u>History Colorado</u>

1. Submit in writing the approximate number of K-12 students that go through the history museums throughout the state.

Performance Measure	Outcome	FY11-12 Actual	FY12-13 Actual	FY13-14 Forecast	FY14-15 Forecast
Participants in	Benchmark	33,000	62,000	81,142	83,756

K-12 Education Programming including on site at the museums, and through facilitated outreach.	estimates				
	Actual	44,653	79,454		
Number of Districts served through online and on-site outreach efforts: 179 districts statewide	Benchmark estimates	75	90	95	100
	Actual	78	92		

Institutional Reponses for Common Questions to All Departments (Written Response Only)

The Colorado Community College System

1. Provide a list of any legislation that the Department has: (a) not implemented or (b) partially implemented. Explain why the Department has not implement or has partially implemented the legislation on this list.

   The State Board for Community Colleges and Occupational Education is in the process of implementing SB 13-178 (Concerning Authorizing Red Rocks Community College to Offer a Physician's Assistant Studies Program as a Program of Graduate Education) and HB 13-1165 (Concerning the Creation of a Manufacturing Career Pathway for Colorado). Both of these bills were passed last session and are being implemented in the timeframes outlined in the legislation.

2. Does the Department have any outstanding high priority recommendations as identified in the "Annual Report of Audit Recommendations Not Fully Implemented" that was published by the State Auditor's Office on June 30, 2013? What is the department doing to resolve the outstanding high priority recommendations?

   As of December 1, 2013, there are no outstanding high priority recommendations for CCCS's colleges.

3. Does the department pay annual licensing fees for its state professional employees? Please refer to response to common question #4 below. If so, what professional employees does the department have and from what funding source(s) does the department pay the licensing fees?

   Please refer to response to common question #4 below. If the department has professions that are required to pay licensing fees and the department does not pay the fees, are the individual professional employees responsible for paying the associated licensing fees? Please refer to response to common question #4 below.

4. Does the department provide continuing education, or funds for continuing education, for professionals within the department?

   CCCS makes continuing education and training available for its employees more broadly, including professional employees. If so, which professions does the department provide continuing education for and how much does the department spend on that? CCCS makes continuing education and training available for its employees more broadly, including professional employees. The amount spent on continuing education varies by program and depends on a number of factors, most importantly availability of budget. If the department has professions that require continuing education and the department does not pay for continuing education, does the employee have to pay the associated costs? CCCS does not pay specifically for required continuing education directly for professional certification/licensure. However, if the continuing education and training agreed upon in an individual's training/development plan also yields credits toward renewal of professional certification/licensure, then CCCS will pay for this continuing education as part of its training/development plan.

5. During the hiring process, how often does the number one choice pick candidate turn down a job offer from the department because the starting salary that is offered is not high enough?

   For certain occupational groups, particularly in information technology and finance, this does occur. However, we do not track this metric specifically.

6. What is the turnover rate for staff in the department?

   For the System as a whole, the annual turnover rate is 11.4%

<u>Colorado Mesa University</u>

1. Provide a list of any legislation that the Department has: (a) not implemented or (b) partially implemented. Explain why the Department has not implement or has partially implemented the legislation on this list.

No.

2. Does the Department have any outstanding high priority recommendations as identified in the "Annual Report of Audit Recommendations Not Fully Implemented" that was published by the State Auditor's Office on June 30, 2013? What is the department doing to resolve the outstanding high priority recommendations?

   No.

3. Does the department pay annual licensing fees for its state professional employees? If so, what professional employees does the department have and from what funding source(s) does the department pay the licensing fees? If the department has professions that are required to pay licensing fees and the department does not pay the fees, are the individual professional employees responsible for paying the associated licensing fees?

   No, CMU does not.

4. Does the department provide continuing education, or funds for continuing education, for professionals within the department? If so, which professions does the department provide continuing education for and how much does the department spend on that? If the department has professions that require continuing education and the department does not pay for continuing education, does the employee have to pay the associated costs?

   Yes, CMU offers a discounted tuition waiver for employees if studies are related to professional development in their career ladder.

5. During the hiring process, how often does the number one choice pick candidate turn down a job offer from the department because the starting salary that is offered is not high enough?

   87% of the time the CMU first-choice applicant accepts the position.

University of Northern Colorado

1. Provide a list of any legislation that the Department has: (a) not implemented or (b) partially implemented. Explain why the Department has not implement or has partially implemented the legislation on this list.

UNC continues to work with the Department of Higher Education on appropriate implementation of legislation related to remedial education, assessment for English and Math, and credit for prior learning.

2. Does Department have any outstanding high priority recommendations as identified in the "Annual Report of Audit Recommendations Not Fully Implemented" that was published by the State Auditor's Office on June 30, 2013? What is the department doing to resolve the outstanding high priority recommendations?

The University of Northern Colorado (the University) has received six audit recommendations since July 2008. The University agreed or partially agreed to implement all of the recommendations.

Financial Audit Recommendations
As of June 30, 2013, the OSA's follow-up audit process determined that all of the financial audit recommendations that the University agreed or partially agreed to implement have been fully implemented. In our 2012 Annual Report of Audit Recommendations Not Fully Implemented (2012 Annual Report), the University had no outstanding financial audit recommendations.

3. Does the department pay annual licensing fees for its state professional employees? If so, what professional employees does the department have and from what funding source(s) does the department pay the licensing fees? If the department has professions that are required to pay licensing fees and the department does not pay the fees, are the individual professional employees responsible for paying the associated licensing fees?

UNC does not pay for employees' professional licensure.

4. Does the department provide continuing education, or funds for continuing education, for professionals within the department? If so, which professions does the department provide continuing education for and how much does the department spend on that? If the department has professions that require continuing education and the department does not pay for continuing education, does the employee have to pay the associated costs?

Employees may use either a tuition waiver to attend a class that meets a continuing education requirement, or they may attend a conference in support of UNC's needs that incidentally also meets this requirement for their licensure.

5. During the hiring process, how often does the number one choice pick candidate turn down a job offer from the department because the starting salary that is offered is not high enough?

We don't collect this data regularly. Anecdotally, we estimate this to be the case in about 25% of our searches. Anecdotally we also see that potential candidates may choose not to apply because of the starting salary.

6. What is the turnover rate for staff in the department?

Total Turnover is 8%
Breakdown: 7% classified staff, 12% exempt staff, 7% Faculty

Colorado Mountain Colleges

1. Provide a list of any legislation that the Department has: (a) not implemented or (b) partially implemented. Explain why the Department has not implement or has partially implemented the legislation on this list.

   Response:
   Colorado Mountain College does not have any legislation that has not been implemented.

2. Does Department have any outstanding high priority recommendations as identified in the "Annual Report of Audit Recommendations Not Fully Implemented" that was published by the State Auditor's Office on June 30, 2013? What is the department doing to resolve the outstanding high priority recommendations?

   Response:
   The State Auditor's Office report does not apply to the Local District Colleges therefore Colorado Mountain College does not have a response to this question.

3. Does the department pay annual licensing fees for its state professional employees? If so, what professional employees does the department have and from what funding source(s) does the department pay the licensing fees? If the department has professions that are required to pay licensing fees and the department does not pay the fees, are the individual professional employees responsible for paying the associated licensing fees?

   Response:
   If a professional license is required by the position it may be paid for by a department. It is very dependent upon budget allocations from year to year and is left up to the budget officer for the individual departments as to whether the cost is covered by the College or not.

4. Does the department provide continuing education, or funds for continuing education, for professionals within the department? If so, which professions does the department provide continuing education for and how much does the department spend on that? If the department has professions that require continuing education and the department does not pay for continuing education, does the employee have to pay the associated costs?

   Response:
   Colorado Mountain College provides funding for professional development or continuing education for both faculty and staff. The College provides full time staff and faculty with 12

free credit hours through CMC each semester and provides additional funding for courses taken at other institutions through a tuition assistance benefit. Other professional development funds, for conference attendance and other external education are allocated to campus and department budgets and are awarded by supervisors. These funds have been reduced in on-going base budgets of the College in recent years due to decreased revenues. However, one-time funds have been made available for the last two years.

5. During the hiring process, how often does the number one choice pick candidate turn down a job offer from the department because the starting salary that is offered is not high enough?

   Response:
   CMC does have candidates who turn down job offers due to salary however, steps have been put in place which have decreased the frequency of this happening in recent past:
   1. *The hiring range is posted in the position advertising.*
   2. *The HR department has discussions with the candidates during the hiring process regarding the cost of living in the region. It is strongly recommended that they explore the cost of housing, etc. prior to coming for an on-site interview.*
   3. *Benefits (college contributions included) are discussed in depth so that candidates understand the total compensation package.*

6. What is the turnover rate for staff in the department?

   Response:
   Historically and on average, the turnover rate for Colorado Mountain College is 8-10%.

Area Vocational Schools

6. Provide a list of any legislation that the Department has: (a) not implemented or (b) partially implemented. Explain why the Department has not implement or has partially implemented the legislation on this list. *Nothing outstanding as it pertains to the Area Technical Colleges.*

7. Does Department have any outstanding high priority recommendations as identified in the "Annual Report of Audit Recommendations Not Fully Implemented" that was published by the State Auditor's Office on June 30, 2013? What is the department doing to resolve the outstanding high priority recommendations?

   We do not have any outstanding high priority recommendations as identified in the Annual Report of Audit Recommendations.

8. Does the department pay annual licensing fees for its state professional employees? If so, what professional employees does the department have and from what funding source(s) does the department pay the licensing fees? If the department has professions that are required to pay licensing fees and the department does not pay the fees, are the individual professional employees responsible for paying the associated licensing fees? – *We do not pay any licensing fees for our state professional employees. Given this, the employees are responsible for paying these fees directly*.

9. Does the department provide continuing education, or funds for continuing education, for professionals within the department? If so, which professions does the department provide continuing education for and how much does the department spend on that? If the department has professions that require continuing education and the department does not pay for continuing education, does the employee have to pay the associated costs?

We offer up to 6 credits of continuing education, offered exclusively at our schools, to our employees. These credits can be used on any of our programs offered at the school, and include any and all delivery methods. Employees must work more than 20 hours per week, and are capped at 6 credits per year. For the Fiscal year 2013, the tuition waivers amounted to $10,200.

10. During the hiring process, how often does the number one choice pick candidate turn down a job offer from the department because the starting salary that is offered is not high enough?
    - *Using the past year as reference, since this data is not tracked by the institution, roughly one (1) out of ten (10), or 10%, have turned down the position due to the salary not being high enough.*

11. What is the turnover rate for staff in the department?
Using the past year as a model, we saw staff attrition (all forms of attrition, including voluntary and involuntary) of 6%.

Colorado State University: Attachments A through D

SCHEDULE A

Colorado State University																													
Operations Costs																													
Schedule A																													
	2000	**2001**	%	**2002**	%	**2003**	%	**2004**	%	**2005**	%	**2006**	%	**2007**	%	**2008**	%	**2009**	%	**2010**	%	**2011**	%	**2012**	%	**2013**	%	**2014 (Est)**	%
Education & General	21,570,396	23,616,139		26,540,607		26,175,542		24,950,479		24,980,290		31,067,894		37,049,407		33,342,447		33,173,208		31,876,872		35,163,212		36,037,559		37,792,907		37,762,083	
Professional Veterinary Medicine	1,457,009	1,545,587		1,672,254		1,859,225		1,818,439		1,749,767		2,026,125		2,076,743		2,143,384		2,253,470		2,591,348		2,728,295		2,674,728		2,672,797		2,408,393	
CSU Agencies	1,201,048	1,225,937		1,317,765		1,414,145		1,271,278		1,307,627		1,456,816		1,467,065		1,522,680		1,566,030		1,671,031		1,685,368		1,750,892		1,705,682		1,790,831	
Total CSU	24,228,453	26,387,663	8.18%	29,530,626	10.64%	29,448,912	-0.28%	28,040,196	-5.02%	28,037,684	-0.01%	34,550,835	18.85%	40,593,215	14.89%	37,008,511	-9.69%	36,992,708	-0.04%	36,139,251	-2.36%	39,576,875	8.69%	40,463,179	2.19%	42,171,386	4.05%	41,961,307	-0.50%
Source: Budget Data Books																													

SCHEDULE B

Colorado State University																													
Administrative Support (Institutional Support)*																													
Schedule B																													
	2000	**2001**	%	**2002**	%	**2003**	%	**2004**	%	**2005**	%	**2006**	%	**2007**	%	**2008**	%	**2009**	%	**2010**	%	**2011**	%	**2012**	%	**2013**	%	**2014 (Est)**	%
Education & General																													
Salaries	9,890,351	10,208,193		11,237,663		11,787,066		10,972,635		11,127,284		13,926,235		15,730,443		17,498,488		21,518,057		19,057,373		18,295,249		18,146,922		18,392,863		20,356,241	
Travel	91,169	91,612		92,426		70,374		79,699		74,784		142,769		136,219		126,322		156,127		101,594		158,638		239,132		279,903		252,995	
Other	3,701,384	3,346,230		3,659,670		3,623,049		3,133,320		3,482,845		4,063,728		4,211,123		10,033,722		10,679,140		8,135,763		8,164,075		7,966,828		8,003,607		8,100,571	
Capital	901,931	326,282		298,998		377,288		239,125		298,930		625,925		419,945		659,791		324,487		229,199		170,240		56,131		131,454		11,806	
	14,584,835	13,972,317		15,288,757		15,857,777		14,424,779		14,983,843		18,758,657		20,497,730		28,318,323		32,677,811		27,523,929		26,788,202		26,409,013		26,807,827		28,721,613	
Professional Veterinary Medicine																													
Salaries	-	1,734		-		-		-		-		-		-		-		-		-		-		-		28,175		135,724	
Travel	-	-		-		-		-		-		-		-		199		-		-		-		92		1,704		-	
Other	1,164,858	1,213,831		1,256,082		1,346,384		1,163,219		1,343,511		1,407,854		1,430,568		1,450,789		1,493,607		1,532,371		1,541,702		1,663,785		1,650,842		1,433,710	
Capital	-	-		-		-		230,284		-		-		-		-		-		-		-		-		-		-	
	1,164,858	1,215,565		1,256,082		1,346,384		1,393,503		1,343,511		1,407,854		1,430,568		1,450,988		1,493,607		1,532,371		1,541,702		1,663,877		1,680,721		1,569,434	
CSU Agencies:																													
Salaries	-	-		-		-		-		-		-		-		-		-		-		-		-		-		-	
Travel	-	-		-		-		-		-		-		-		-		-		-		-		-		-		-	
Other	1,082,883	1,114,287		1,158,859		1,213,325		1,236,378		1,249,978		1,249,978		1,276,229		1,322,174		1,360,518		1,401,334		1,406,939		1,433,671		1,469,513		1,523,885	
Capital	-	-		-		-		-		-		-		-		-		-		-		-		-		-		-	
	1,082,883	1,114,287		1,158,859		1,213,325		1,236,378		1,249,978		1,249,978		1,276,229		1,322,174		1,360,518		1,401,334		1,406,939		1,433,671		1,469,513		1,523,885	
Total CSU	16,832,576	16,302,169	-3.25%	17,703,698	7.92%	18,417,486	3.88%	17,054,660	-7.99%	17,577,332	2.97%	21,416,489	17.93%	23,204,527	7.71%	31,091,485	25.37%	35,531,936	12.50%	30,457,634	-16.66%	29,736,843	-2.42%	29,506,561	-0.78%	29,958,061	1.51%	31,814,932	5.84%

* Assumption was made that Administrative Support = Institutional Support Format 1600 of Budget Data Book (includes Human Resources, Business and Financial Services, Budget Office, External Relations, etc.)

SCHEDULE C

Colorado State University
Student Tuition Increases vs. Salary Increases
Schedule C

	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14
Resident Undergraduate Tuition Rate*	2.4%	2.9%	4.0%	6.2%	9.53%	1.1%	15.0%	2.5%	5.0%	9.0%	9.0%	9.0%	20% [1]	9.0%	9.0%
Nonresident Undergraduate Tuition Rate	2.4%	4.0%	5.0%	9.0%	12.2%	1.1%	6.0%	4.5%	16.6%	15.2%	3.0%	9.0%	20% [1]	9.0%	3.0%
Resident Graduate Tuition Rate	2.4%	2.9%	3.9%	6.2%	9.5%	1.1%	9.0%	15.1%	15.0%	15.0%	15.0%	15.0%	7.5%	5.0%	5.0%
Nonresident Graduate Tuition Rate	2.4%	4.0%	4.9%	9.0%	12.2%	1.1%	6.0%	4.6%	5.0%	5.0%	5.0%	5.0%	3.0%	5.0%	5.0%
Faculty/Administrative Salary Average Increase	3.0%	4.0%	5.0%	5.0%	0.0%	2.0%	4.3%	3.0%	5.0%	5.0%	0.0%	0.0%	0.0%	3.0%	3.0%
State Classified Salary Average Increase	5.9%	6.1%	6.6%	6.6%	0.0%	3.1%	3.0%	3.1%	4.2%	4.3%	0.0%	0.0%	0.0%	0.0%	3.5%
Graduate Assistant Stipend	3.0%	5.0%	5.0%	5.0%	0.0%	2.0%	4.3%	3.0%	5.0%	5.0%	0.0%	0.0%	0.0%	3.0%	3.0%

The Ratio of Student Tuition Increases in Comparison to Salary for Administration, Faculty and other Staff

	FY13	FY14
Tuition (Incremental)[2]	13,667,000	15,030,500
Salaries and Benefits (Incremental)	6,613,000	9,794,000
Ratio	2:1	1.5:1

*Resident Undergraduate Tuition Increase.

[1] FY12 2 Student Credit Hour Closure = includes 2 credit hour closure for full-time from 10 to 12 credit hours for all undergraduates.

[2] Includes incremental amount associated with RUG,NRUG,GR,GNR and PVM; doesn't include enrollment growth, discounts, differential tuition or program charges

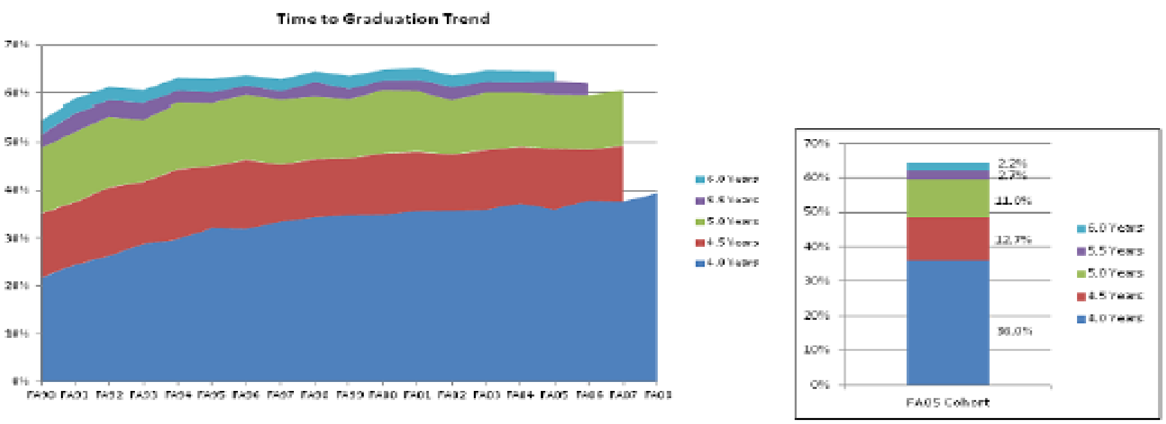
SCHEDULE D

Performance: Persistence, Completion, Closing the Gap

Has your institution of higher education reduced the amount of time to credential their graduates? If applicable, has your institution of higher education reduced the amount of time to receive a 2-year or 4-year degree? Please distinguish percentages based on demographics, underserved communities, gender, etc.

The six-year graduation rate for new freshmen students increased to 65.2% (up nearly 1.5 percentage points from the previous cohort. Further, the four-year graduation rate for new freshmen increased to 41.1% (up nearly two percentage points from last year). Our students are graduating more efficiently which not only saves them tuition dollars but also allows them to enter the workforce sooner. The charts below show the increased efficiency over time.

Efficiency: Time to Graduation



- → Four-year graduation rates have increased from 22% for the 1990 cohort to 39% for the 2008 cohort.
- → 12.7% of students in the Fall 2005 cohort took only one additional semester past four years to graduate
- → Only 4.9% of the Fall 2005 cohort took more than 5 years to graduate

The following tables display student success rates by subpopulation and include the percentage point change from last year.

Fall 2013 Student Success Summary
University

New Freshmen

	Return to Second Fall (FA12 cohort)			4-Year Graduation (FA09 cohort)			6-Year Graduation (FA07 cohort)		
	Cohort Size	Rate	Change	Cohort Size	Rate	Change	Cohort Size	Rate	Change
Overall	4,449	86.6	1.9	4,203	41.1	1.7	4,288	65.2	1.4
Resident	3,330	87.5	2.4	3,299	40.5	0.9	3,383	66.9	1.2
Non-Resident	1,119	84.0	0.7	904	43.0	4.3	905	58.8	2.7
Non-Resident - WUE	204	87.3	-2.4	139	61.6	9.3	99	75.5	--
Non-Resident - Non-WUE	915	83.3	1.6	765	39.6	3.2	806	56.8	0.7
Minority	860	84.7	1.0	653	37.5	5.0	630	59.7	4.4
Hispanic/Latino	470	85.5	2.8	343	36.5	6.1	318	56.6	1.2
Multi-Racial	197	83.8	0.3	109	39.4	0.1	108	67.9	15.7
Native American	17	64.7	-18.6	24	34.8	2.8	26	46.2	4.5
Asian American	81	90.1	7.6	81	42.0	2.0	80	65.0	6.3
Black	91	82.4	-6.6	60	35.0	6.1	83	56.6	5.9
Hawaiian/Pac Islander	4	--	--	14	42.9	28.6	13	69.2	2.5
Non-Minority	3,589	87.1	2.2	3,550	41.7	1.2	3,658	66.1	0.9
International	53	94.3	7.8	25	52.0	10.8	28	67.9	12.0
White	3,293	87.0	1.9	3,270	41.8	1.2	3,453	66.1	0.3
No Response	243	87.2	5.0	257	39.3	-0.2	179	68.0	12.4
Resident Minority	679	85.7	1.3	523	38.3	5.1	499	62.7	6.2
Resident Non-Minority	2,651	88.0	2.7	2,776	41.0	0.3	2,884	67.6	0.3
Non-Resident Minority	181	80.7	0.1	130	34.1	5.1	131	48.5	-1.5
Non-Resident Non-Minority	938	84.6	0.8	774	44.5	4.6	774	60.6	3.5
Female	2,479	85.8	1.4	2,330	49.0	2.0	2,348	66.7	-0.9
Male	1,970	87.7	2.6	1,873	31.2	1.2	1,940	63.4	4.8
Pell Recipient	1,008	81.7	0.5	767	32.9	-0.3	610	57.2	-0.5
Not Pell Recipient	3,441	88.1	2.3	3,436	42.9	2.4	3,678	66.5	1.8
First Generation	1,162	81.6	3.0	1,032	36.9	2.3	1,091	57.2	-0.1
Not First Generation	3,287	88.4	1.6	3,171	42.4	1.4	3,197	67.9	1.7
STEM	1,465	88.9	2.3	1,288	41.0	4.7	1,116	67.3	0.3
Non-STEM	2,984	85.5	1.7	2,915	41.1	0.4	3,172	64.4	1.6
CCHE Index 0 - 100	510	80.2	-1.1	438	25.9	-0.2	482	50.7	-1.1
CCHE Index 101 - 114	1,653	84.6	3.4	1,720	32.2	0.1	1,926	60.0	3.5
CCHE Index 115 - 124	1,167	87.6	1.5	1,077	45.5	0.6	1,059	71.2	-1.9
CCHE Index >= 125	1,056	91.2	0.9	937	59.4	0.8	785	79.1	-1.1
CCHE Unknown	63	98.4	17.0	31	38.7	1.9	36	58.3	9.5

-- Indicates that the cohort is too small (less than 10)
* Change represents the percentage point difference between the current year and the immediate previous year.

Fall 2013 Student Success Summary
University

Transfers

	Return to Second Fall (FA12 cohort)			4-Year Graduation (FA09 cohort)			6-Year Graduation (FA07 cohort)		
	Cohort Size	Rate	Change	Cohort Size	Rate	Change	Cohort Size	Rate	Change
Overall	1,224	87.1	2.2	1,135	65.4	2.2	1,169	69.8	-1.8
Resident	938	87.8	2.9	957	66.6	1.5	905	71.8	-0.8
Non-Resident	286	84.6	-0.1	178	59.0	2.7	264	62.7	-5.6
Non-Resident - Non-WUE	286	84.6	-0.1	178	59.0	2.7	264	62.7	-5.6
Minority	192	81.7	-4.2	126	65.1	5.1	169	65.1	2.2
Hispanic/Latino	121	81.7	-3.6	72	66.7	4.2	83	59.0	-3.1
Multi-Racial	38	89.5	4.9	20	60.0	-1.1	29	82.8	0.0
Native American	4	–	–	7	–	–	9	–	–
Asian American	13	84.6	-1.8	15	86.7	26.7	16	75.0	16.7
Black	14	71.4	-20.3	10	70.0	15.0	24	62.5	18.7
Hawaiian/Pac Islander	2	–	–	2	–	–	5	–	–
Non-Minority	1,032	88.1	3.4	1,009	65.4	1.7	1,000	70.5	-2.4
International	93	97.8	2.1	16	31.3	-0.8	11	45.5	-37.8
White	853	87.1	2.9	918	65.3	0.5	879	70.9	-2.4
No Response	86	87.2	7.6	75	73.3	10.6	113	70.3	5.4
Resident Minority	156	83.9	-3.8	110	67.3	7.1	137	68.6	6.3
Resident Non-Minority	782	88.6	4.2	847	66.5	0.6	768	72.4	-1.7
Non-Resident Minority	36	72.2	-6.2	16	50.0	-9.3	32	50.0	-15.5
Non-Resident Non-Minority	250	86.4	0.9	162	59.9	4.1	232	64.5	-4.1
Female	595	86.2	2.4	543	70.5	3.7	546	70.1	-3.2
Male	629	87.9	2.1	592	60.6	0.5	623	69.5	-0.5
Pell Recipient	403	83.9	0.7	309	67.3	8.1	247	65.2	-6.1
Not Pell Recipient	821	88.7	3.0	826	64.6	0.3	922	71.0	-0.7
First Generation	415	80.4	-2.3	364	65.9	4.4	374	66.2	-0.9
Not First Generation	809	90.5	4.6	771	65.1	1.0	795	71.4	-2.6
STEM	363	86.8	1.4	289	67.8	3.2	314	73.9	-1.6
Non-STEM	861	87.2	2.5	846	64.5	1.8	855	68.2	-2.1
CCHE Index 0 - 100	120	81.7	0.3	126	57.1	-5.8	91	69.2	-0.7
CCHE Index 101 - 114	140	90.0	7.8	128	67.2	3.8	84	65.5	-15.0
CCHE Index 115 - 124	84	88.1	9.2	53	75.5	-4.0	37	91.9	16.9
CCHE Index >= 125	56	96.4	11.9	57	77.2	6.8	21	90.5	19.1
CCHE Unknown	824	86.6	-0.5	771	64.9	2.7	936	68.8	-2.0

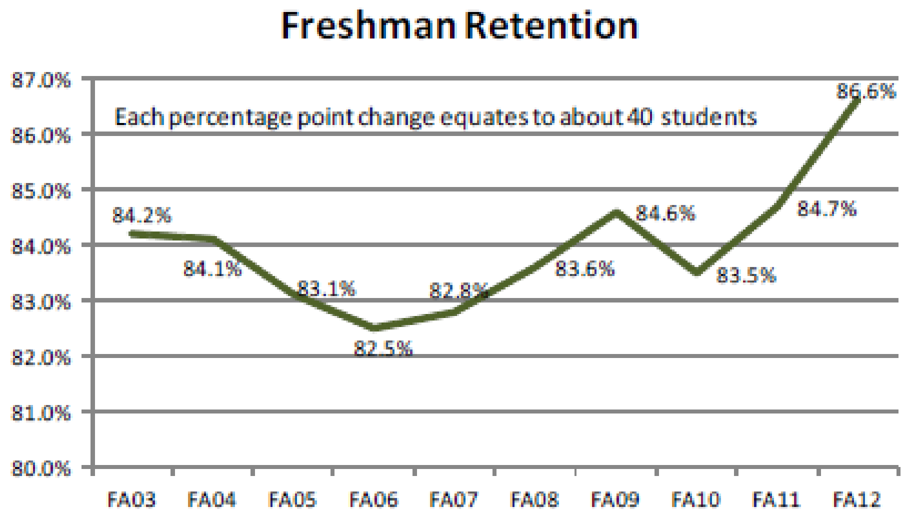
– Indicates that the cohort is too small (less than 10)
* Change represents the percentage point difference between the current year and the immediate previous year.

What is your institution of higher education doing to retain students?

The first-time, full-time freshman retention rate is 86.6% for the fall 2012 cohort; up nearly two percentage points from last year. This is both the highest rate ever as well as the largest one-year gain ever. Attrition in subsequent years is down foreshadowing higher graduation rates in the near future.

Freshman Retention Rates (second fall)

Cohort Term	Cohort Count	2nd Fall	3rd Fall	4th Fall	5th Fall	6th Fall
FA92	2,194	84.4%	72.3%	68.1%	66.9%	64.9%
FA93	2,156	82.1%	69.6%	65.8%	64.6%	63.2%
FA94	2,252	84.4%	71.7%	68.3%	66.8%	65.7%
FA95	2,530	83.5%	72.1%	68.6%	66.5%	65.0%
FA96	2,687	82.8%	72.1%	69.1%	67.4%	66.1%
FA97	2,599	82.7%	72.2%	68.0%	66.2%	65.4%
FA98	3,005	83.0%	72.1%	69.3%	67.5%	67.0%
FA99	3,067	83.7%	72.2%	69.3%	67.3%	66.0%
FA00	3,208	82.8%	72.1%	69.3%	68.1%	67.6%
FA01	3,631	83.7%	73.2%	70.4%	68.5%	67.6%
FA02	3,735	83.2%	71.7%	69.3%	67.5%	66.2%
FA03	3,724	84.2%	73.3%	69.7%	67.8%	67.1%
FA04	3,996	84.1%	73.7%	70.4%	68.3%	67.4%
FA05	3,807	83.1%	72.4%	69.5%	67.3%	67.2%
FA06	3,971	82.5%	71.2%	68.8%	66.6%	65.5%
FA07	4,288	82.8%	72.9%	70.6%	68.2%	67.0%
FA08	4,308	83.6%	75.3%	72.5%	69.0%	68.2%
FA09	4,203	84.6%	75.5%	72.6%	69.6%	
FA10	4,369	83.5%	74.7%	71.9%		
FA11	4,419	84.7%	76.9%			
FA12	4,449	86.6%				



In 2006, CSU set two specific goals for student success (1) at the point when all parts of the proposed retention/graduation plan were in place, the entering new freshman cohort would achieve a 70% six-year graduation rate, and (2) the graduation gap (the difference between the six-year graduation rate of minority students compared to that of nonminority students) would be eliminated, accounting for relevant student entering characteristics. The Provost/EVP appointed a Coordinating Committee on Undergraduate Student Success composed of campus leaders from Academic Affairs, Student Affairs, and Enrollment and Access with a charge of reviewing the recommendations and determining whether and how they should be implemented. Altogether, about 65 members of the campus community participated directly in these deliberations. The Coordinating Committee Report was subsequently presented to the Faculty Council and to the Board. At the end of this extensive deliberative process, a comprehensive plan, now known as the Student Success Initiatives (SSI) was developed and adopted. The SSI plan reflects the following characteristics:

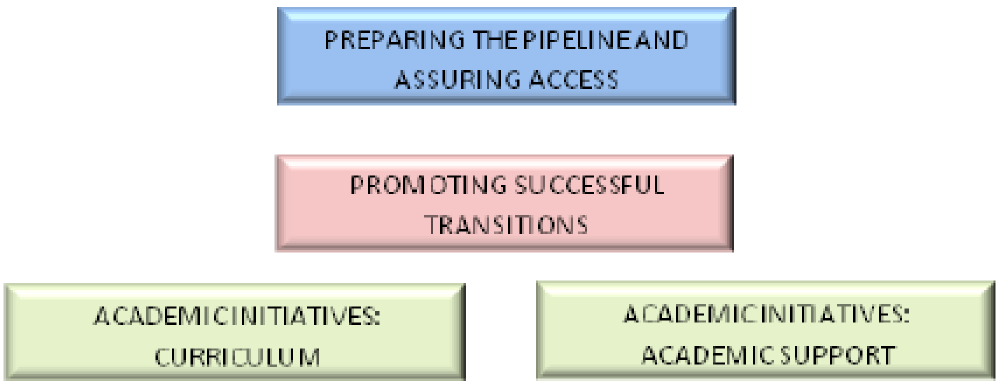
- The understanding that the quality of the undergraduate experience and the quality of learning are the primary drivers of student retention and graduation.
- A comprehensive approach that includes multiple strategies designed to impact student learning and behavior in different ways and at different points in students' undergraduate careers.
- Recognition that the diversity of the student population must be taken into account at the beginning of strategy development.
- The University's commitment to sustained efforts over a multi-year period.
- Emphasis on the partnership between academic and student affairs that reflects the fact that student learning and development take place both in and outside the classroom.
- Attention to data to inform the plan, guide strategic adjustment and improvement, and assess accomplishments.

CSU recognizes that both the institution and its students must embrace change if goals for learning and success are to be fully achieved. In fact, SSI strategy is as much aimed at the behaviors, policies, procedures, and structures of the institution as it is on the expectations, behaviors and choices of students. The plan is founded on the premise that, when institutional culture and structure are most squarely aligned with our values for learning and student success, we will produce the most substantive and permanent change in both qualitative and quantitative outcomes related to retention and graduation. Several actions taken in relation to SSI reflect this emphasis on structure. For example:

- Accountability for accomplishment of the plan and increases in student success was jointly delegated to the Vice Provost for Undergraduate Affairs and the Vice President for Student Affairs.
- A new position of Associate Vice President for Student Affairs and Special Advisor to the Provost for Retention (hereafter referred to as "the AVP for Retention") was created to facilitate the desired connections between Academic and Student Affairs, help lead SSI implementation, and coordinate the many different aspects of the SSI activities.
- Reconfiguration of the Committee of Assistant and Associate Deans into a new Advisory Committee on Undergraduate Affairs (ACUA) with the membership and purpose defined specifically to support the SSI. Leadership of ACUA by three co-chairs (Vice Provost for Undergraduate Affairs, Vice President for Student Affairs, and Vice President for Enrollment and Access) represents the cooperative and multifaceted character of SSI. The committee now operates with a number of subcommittees that are reflective of some of the functions of the SSI: Transfer Coordinating Subcommittee, Advising Subcommittee, Transitions Coordinating Subcommittee, and Undergraduate Affairs Data Analysis Subcommittee.

The goal of achieving a 70% six-year graduation rate was indeed ambitious. At the start, CSU was in the bottom quartile of its peer group for first-year retention, and at the top of the bottom third for six-year graduation rates. At the same time, CSU was outperforming predictions based on the "quality" of its student population by six percentage points. Meanwhile, institutional peers achieving at or above the 70% level were receiving far more state financial support, and student quality indicators (ACT/SAT scores and class rank) suggested enrollment of students more likely to succeed than those of CSU. While CSU could not count on dramatic increases in state support and did not intend to retreat from its land-grant emphasis on access, we nevertheless committed to the 70% goal, believing that in the long-term, students are best served by the greater efforts and focus on learning and student success.

Strategies within the plan were organized to correspond to a student's path to and through the undergraduate experience at the University:



Student success as a financial investment. A 2006 estimate of the net annual tuition revenue increase that would result from increased retention of students could be as much as $8.6 million. The resource requirements of the program were estimated at an annual (base) amount of $3.8 million once the entire plan was in place. Within the plan, the greatest amount of resources were committed to the academic aspects of the plan, as shown in the chart below.

When first conceived, it was hoped that SSI would be fully funded over a relatively short period – perhaps three years. The downturn of the national economy and drastic tightening of state support made such rapid funding impossible. Nevertheless, the depth of institutional commitment has been apparent. New base funds have been allocated to SSI every single year, including the most difficult years of overall institutional financial reductions. A total of about $1.9 million in base funding had been allocated to the SSI through FY13, sufficient to implement about 50% of the original plan.

In Fall 2011, President Frank articulated new and even more ambitious goals as part of his CSU 2020 vision: 80% six-year graduation, 60% four-year graduation, and elimination of the difference between graduation rates of minority and nonminority students regardless of entering student characteristics. The University is now engaged in completing the most important parts of the original SSI plan while at the same time, evaluating the feasibility and considering strategies to implement the CSU 2020 vision.

Preparing the pipeline and assuring access
Reach Out CSU. The Reach Out program is providing early outreach to students in lower income communities and schools beginning in middle school. In its first year, the program involved about 1,500

middle and high school students in 23 schools, and 400 family members. Reach Out enlisted the time and resources of 79 undergraduate students, 76 secondary school faculty and staff, AmeriCorps VISTA personnel, and community volunteers. The program was named to the President's Higher Education Community Service Honor Roll, the only Colorado institution to receive this national honor.

Dream Project. The Dream Project, a student-initiated and student-led program, was established to operate in partnership with two local high schools for the purposes of increasing underrepresented students' level of information about college-going, expose them to campus and higher education opportunities, motivate them to prepare for and enter college, and develop a welcoming community for those who attend CSU. In carrying out program strategies, the program develops and employs the leadership skills of CSU undergraduates who are particularly committed to increasing access and success of students from underrepresented groups. In FY12, CSU students contributed 3,312 hours of service to students and schools through the project.

Bridge Scholars Program. With increased base funding, the Bridge Scholars Program, which provides intensive academic and transition support to first generation, low-income students, served an increased number of participants. Over the last five years, students completing the Bridge Scholars Program have persisted at the University at a rate of about 20% higher than the overall student population.

Reconfiguring Financial Aid: Commitment-to-Colorado. Beginning in Fall 2010, the University implemented Commitment to Colorado as a financial aid program designed to encourage access by students from low- and moderate-income families (details in Component 3.D.1). An analysis of student retention for the 2010 cohort showed that in a year when tuition increased by a substantial amount, retention of low-income students actually increased, suggesting possible positive effects of Commitment to Colorado.

Assuring successful transitions

Community for Excellence (C4E). The Transitions Coordinating Subcommittee of ACUA, established in 2011, connected a number of pipeline, access, and scholarship and award programs to retention support, assuring a more effective hand-off between access and retention programs. The C4E program promotes a common set of experiences and expectations for students who enroll at CSU through pipeline and award programs with the objective of leveraging student behaviors associated with student success (for example: connection to staff mentors, connection to campus resources, familiarity with campus policies and procedures, engagement in a community of students with similar interests, monitoring of progress, and seeking and receiving early feedback). More than 900 underrepresented students are involved with C4E. Other campus programs that offer support services offices to students also use C4E's database to help ensure that each student has a primary point of support.

Augmenting Student Diversity Programs and Services' Retention Capacity. A coordinator position in the Office of Vice President for Student Affairs now provides mentoring and support to students in the Denver Scholarship Foundation (DSF) Program. The position provides mentoring, monitoring of progress, and active outreach in support of those scholars. This position is parallel to those providing similar support to students in the Puksta Scholars, First Generation Award, and other scholarship and award programs. Students in the DSF Program were retained at 94% (Fall 2011 cohort), a rate higher than other CSU students and higher than any other DSF program in the state.

Transfer Transition. The participation of transfer students in Next Step Orientation increased from less than 50% to 90% (including both on-campus and online orientation experiences). A transfer mentoring program was established beginning in 2009 to provide outreach and support to new transfer students. A nonresidential learning community was designed and implemented for transfer students seeking admission to the controlled-admission business major.

Second-Year Initiatives. Second-year initiatives were formulated, beginning in 2009, to address the attrition of students in their second year, which accounts for the next-highest rate of attrition after the first year. While the first year accounts for 50% of all losses from attrition, the second year follows close behind with an additional 33% of all losses. A monthly electronic newsletter was developed to inform and engage second-year students. Second-year students, who tend to be less engaged in educationally purposeful activities than first-year students, were encouraged to participate in existing activities as well as activities specially tailored to sophomores. The Key Plus sophomore learning community was expanded. Key Plus students, who are highly diverse, persisted to the third year at rates 16 to 19 percentage points higher than those of other second-year students, despite lower Admission Index scores (a proxy measure for student preparedness). The Spring 2012 "Year 2 @ CSU" conference attracted 275 student participants and provided a combination of activities and support of varied intensity designed to influence students on the margin.

Enriched Orientation Strategies. Beginning in 2008, orientation was targeted as a critical factor for developing early student expectations for performance and connecting students to information and resources. Participation in orientation programs for new freshmen increased to 98% and for new transfers to 90%. The Orientation and Transitions Office involved 420 students in First-Year Mentoring Groups. Participation in the Mentoring Groups was associated with higher retention compared to non-participants.

Early Warning, Early Grade Feedback, and Intervention Systems. The Taking Stock at Mid-Semester Program involved 94% of on-campus students in Fall 2012. Students completed a self-assessment and met with residence hall staff for feedback and connection to campus support services and enrichment resources. Meanwhile, faculty in more than 200 course sections provided early grade feedback information for more than 8,000 students, allowing outreach and intervention with students whose early performance was below standard. In addition to outreach and intervention by advisors and residence hall staff, a "U Turn" event provided the opportunity for about 300 students to develop plans for academic improvement and connection with campus support services. New efforts are ongoing to develop information- and technologically-based systems that will allow monitoring of students' progress and intervention throughout students' careers.

Academic initiatives: curriculum

Expansion of Residential Learning Communities (RLCs). Participation in RLCs increased to 38% of first-year students by Fall 2012. Students in RLC's were retained at higher rates with higher GPAs in the first year, as compared to non-participating students. Students in the most comprehensive communities (Key Communities) were also retained at higher rates with higher GPAs and evidenced higher levels of engagement in learning despite lower average levels of preparation and substantially higher diversity (minority, low-income, and first generation backgrounds) than other first-year University students.

Course redesign. With SSI support, The Institute for Learning and Teaching (TILT) has engaged faculty in redesigning approximately 130 courses, starting in 2007 through Fall 2011, to increase student engagement and learning. The course redesign initiative provides financial and expert pedagogical design support for faculty and departments in efforts to structure courses in ways that encourage active and experiential learning and produce better learning outcomes.

Academic initiatives: academic support

Academic Support Coordinators. The Academic Support Coordinator role provides advising support to emphasize transition and major exploration in students' first two years, while providing active outreach and data-informed interventions. The University has provided support for the creation of 20 such coordinators in academic departments with a goal of funding 40 positions over the next 2-3 years. This SSI program was designed to substantially change and augment the ways academic guidance and student development support are provided in the context of academic programs of study.

Advising and Intervention with Undeclared Students. Undeclared students historically have the highest attrition rates and highest rates of academic probation. Through a variety of intervention strategies at the Center for Advising and Student Achievement (CASA), the retention gap between undeclared and declared students narrowed to 2 percentage points, while the probation rate gap narrowed from 6.8 percentage points for the Fall 2006 cohort to 0 percentage points for the Fall 2011 cohort. As a result of intentional outreach and intervention, the proportion of undeclared students who declare majors by the time they earn 45 credits increased from 89% for the Fall 2009 cohort to 92.7% for the Fall 2011.

Learning Center. A comprehensive learning center, The Institute for Teaching and Learning (TILT), was established in 2007 to provide support for enriched learning and teaching by instructors and enriched and effective learning by students. In FY12, more than 11,000 students participated in learning programs at TILT, including course-based assistance, academic skills development, and academic enrichment programs. The Office of Undergraduate Research and Artistry, a department within TILT, recorded more than 4,200 undergraduates in mentored research. More than 130 courses now embed service learning as a curricular strategy. TILT now serves as a highly-visible focal point for the development of both faculty teaching and student learning.

Strategic Interventions with Particular Populations. Some examples of interventions initiated and/or coordinated by the Collegiate Success Coordinator that were informed by data analysis include:

- Assisting students who leave the University with 90 or more credits in good academic standing to return and complete degrees (Ram Grad Program);
- Interventions with students earning low first-term GPA's;
- Interventions with students on academic probation with nine or fewer quality point deficiencies (Project Success);
- Interventions with students evidencing precipitous single-semester GPA drop;
- Assisting students who fail to register for classes by priority dates;
- Assisting students who plan to leave the University for a period of time by providing an easier pathway for their return (Planned Leave Policy);
- Interventions with students with dismissal appeals approved by the Scholastic Standards Committee;
- Interventions with students who are re-admitted to the University on academic probation;
- Interventions with undeclared students on academic probation (PEAK Program); and
- Assisting students with foster care backgrounds (Fostering Success Program), among others.

CSU recognizes the importance of collecting and analyzing information related to student retention, persistence, and program completion. Beginning in 2009, the Office of Institutional Research (IR) completed development of a retention database that provides increased accuracy, flexibility, and efficiency in reporting student success. This development (1) enhanced the analysis of cohorts beyond the measures recommended for Integrated Postsecondary Education Data System (IPEDS) data, (2) increased collaboration between the Director of IR and the AVP for Retention, and (3) integrated student success data into the online dynamic reporting tool for IR.

Going beyond the first-time, full-time freshman cohort, we now report annually to the campus on student success by a variety of demographic cohorts including by race/ethnicity, minority status, college, department, Pell Grant recipient status, first-generation status, gender, academic preparedness, residency, STEM major status, application type, and full-time/part-time status. In addition to these reports, the latest advancement in the presentation of data is the IR-Interactive tool which was developed to allow the end user to dynamically access official data online with hopes of better informing campus dialogues.

There have been several special projects led by the AVP for Retention. Examples, in brief, include but are not limited to:

- Participation in Access to Success, a project of the National Association of System Heads (NASH) and The Education Trust.
- A variety of gap analyses including both main and interaction effects.
- Leading indicators of student success (demographics, 30+ credits in the first year, composition and mathematics foundational courses in the first year, unsuccessful course completion, etc.).
- Comparative analysis of student success for participants in Key Communities and other high impact programs to the general student body.
- Analysis of outstanding balances (debts) for non-matriculating students.
- Analysis of student performance in high-risk courses, and effects on student persistence and graduation.
- Analysis of probation students' course taking patterns and matriculation.
- Development of a Student Success Milestone tool to allow faculty/staff to assess progress toward retention goals.
- Identification of students who experience a precipitous GPA drop (defined as nine quality points or more) to receive intervention services as needed.
- Analysis of major changing behaviors as they relate to program completion and time to completion.
- Analysis of the factors of GPA and credit completion as early (first-term and first-year) predictors of retention and graduation success.
- The Office of Institutional Research has created a Learning Research Analyst position that will apply current learning/cognition, development theory to provide research design and analysis support to student learning and success on campus.

Responsiveness to the implications of data has been one of the most important institutional changes associated with the SSI. Some examples help to illustrate the ways data have been used to inform institutional action. These examples are intended to be illustrative and not exhaustive.

Subject	Data Findings	Actions in Response to Data Findings
Probation rates	Steady and steep rise in probation rates from Fall 2001 to Fall 2007	Establishment of Project Success to intervene with students on probation. Establishment of Early Grade Feedback and Tasking Stock Programs to prompt early student action to improve performance. Coordinated action by academic support coordinators to intervene with students with low GPA. Revised policies to restrict students' enrollment in courses after the first week.
Attrition in the first year	Of all students who leave the University, the largest loss is during the first year (50%).	Data-informed interventions have been initiated, including Taking Stock at Mid-Semester for new students, Early Grade Feedback Program for students in particularly challenging courses, intervention with students not registered for courses by the priority registration date, intervention with students demonstrating a precipitous drop in single-semester GPA, establishment of the Course Capacity Committee, among others.
Attrition past the first year	While the first year accounts for the largest proportion of those students who will leave, the second largest loss is during the second year (32%)	Development of a new understanding of "transition" as the time between students' admission and their return to the third year; establishment and expansion of a sophomore learning community (Key Plus); initiatives aimed at success in the second year (sophomore e-newsletter, "Year 2 @ CSU" student conference); formulation of new Academic Support Coordinator role with a focus on both students' first and second year.
Minority student attrition in later years	While attrition for nonminority students levels off significantly after the second year, the rate is steeper for minority students in later years.	Investment in Retention Coordinator position connected to Student Diversity Programs and Services

Attrition of students entering in the spring	Students who enter in spring, including both new freshmen and new transfer students, show retention rates that are lower than students entering in the fall semester.	Orientation and Transition Programs (CASA) provide active outreach to individual students who enter in the spring; strengthening of orientation activities for students entering in the spring.
Attrition of students who do not attend orientation	Students who do not participate in some form of University orientation perform poorly with respect to retention. There are not apparent differences in prior preparation between the two groups.	Orientation and Transition Programs (CASA) provide active outreach to individual students who do not participate in orientation; new policy proposed and adopted to make orientation mandatory.
Math/Comp/30 credits	A powerful statistical relationship was discovered between completion of foundational math and composition and 30 or more credits in students' first year.	Initiatives undertaken to develop awareness of this relationship by students, parents, faculty, and staff, with particular focus on academic advisors; course capacity was increased in CO105 courses with the addition of 30 new sections. Fall 2012 results show sharp increase in completion of foundational math and composition.
Factors of first generation and low family income	Continuing logistic regression study of factors associated with student graduation showed that "first generation" and "Pell receipt" were particularly important factors negatively associated with graduation even controlling for a variety of other background characteristics.	Consistent inclusion of the first generation characteristic in analyses of student enrollment and performance; creation of a First Generation Faculty organization offering support to students; reconfiguration of financial aid ("Commitment to Colorado"); inclusion of a focus on first generation students in Academic Support Coordinator job descriptions; development of "Community for Excellence" to provide coordinated and systematic transition support for first generation and low-income students
Attrition of students in access-oriented scholarship and award programs	Data comparisons showed strong persistence by students in access-oriented scholarship and award programs which were supported by professional staff mentors/coordinators, but lower rates for programs not supported in this way.	New positions created (Retention Coordinator in VPSA Office, Coordinator position in CASA) to provide support for certain additional access-oriented scholarship and award programs.
Bridge Scholars program outcomes	Participants in the Bridge Scholars program showed higher persistence rates than other new freshmen, in spite	The Bridge Program was allocated base funds to increase the number of program participants.

DEPARTMENT OF HIGHER EDUCATION
FY 2014-15 JOINT BUDGET COMMITTEE HEARING AGENDA

Thursday, December 12, 2013
9:00 am – 5:00 pm
Legislative Services Building Hearing Room A

9:00-9:40 DEPARTMENT OF HIGHER EDUCATION

Questions Common To All Departments

1. Please describe how the department responds to inquiries that are made to the department. How does the department ensure that all inquiries receive a timely and accurate response?

Questions for the Department of Higher Education

<u>Trends: Tuition, Enrollment, Performance</u>

2. Compare increases in tuition between the early 2000s recession and most recent recession. How did S.B. 10-003 impact tuition and institutions' revenue in the most recent recession?

3. How did student enrollment growth compare during the last two recessions? Are populations stabilizing or declining now that the recession is easing?

4. Is enrollment at some types of institutions more counter-cyclical than at others? Do institutions that are more expensive lose students during recession because the students have to pay more? Are there more students in school because there is less of a job market?

5. [Background: The 2012 Master Plan includes a goal of 66 percent postsecondary credential attainment for Colorado citizens aged 25-34 by 2025 (1,000 additional undergraduate credentials per year).] How is this goal affected by the cyclical trends in higher education enrollment? Did the Great Recession assist the state in moving toward this goal as people stayed in school longer? Are improvements in the economy making it difficult to achieve this goal and driving enrollment declines? Will getting additional degrees actually assist people to get jobs that pay well upon graduation?

6. Have changes in the PELL affected enrollment? Do some institutions still allow students who do not have high school diploma or GED to attend? How does that impact funding? How are these students paying for these degrees? Do institutions do remedial education to help the students get the GED so that they can qualify for the PELL grants?

7. Provide an update on graduation rates and how these compare across institutions. How do retention rates and graduation at Mines compare to the rest of the system?

8. How does Colorado rank nationally and regionally on the cost of higher education?

Financial Health of Public Higher Education Institutions:

9. Discuss the variations in institutional financial performance.
   a) Is financial performance a problem for all small colleges?
   b) How do the populations served by Adams and Western State differ from those served by other institutions?
   c) How do you explain the differences in performance between Mesa State and Western State?
   d) Why do you believe the community colleges are doing so well? Does the level of funding provided by the state to community colleges help them to stay financially strong?

10. Who is responsible if an institution defaults on its bonds? How can the State be financially responsible if an institution is classified as an enterprise under TABOR?

11. Discuss CCHE's role in reviewing requests for cash-funded capital projects, including revenue-bond intercept projects. Does CCHE examine institutional debt load as part of its review process for cash funded projects? If not, should it?

12. Are the financial problems facing higher education institutions an opportunity for paradigm shift on how we do higher education in Colorado? How should the General Assembly participate in planning for such changes?

Requested Increase for the Department of Higher Education - Tuition Restrictions

13. Given the Governor's proposal, why not change statute to take the 9 percent tuition cap out and put 6 percent in for FY 2014-15?

14. Please clarify what the institutions have agreed to with respect to capping tuition in FY 2014-15. Does this include fees?

15. Will institutions raise student fees because they are not increasing tuition as much?

16. Provide a ten-year history of fees by institution.

17. Should tuition flexibility be extended or allowed to sunset?

18. Would institutions' agreements to guarantee a cap on tuition put a four-year guaranteed tuition level in jeopardy in any way?

Requested Increases - Financial Aid

19. Discuss the balance between merit-based and need-based aid. Is there a need for more merit-based aid?

20. What factors will CCHE consider in deciding how to allocate work-study grants? If we already have programs in place, why reinvent the wheel? Should we have less of the merit based grants and more of the work study grants?

21. Discuss the statutory authorization for financial aid transfers and provide a history of transfers between different types of financial aid over the last five years.

22. Do you have a position on the staff recommendations to change financial aid statutes? Is there a problem with how institutions are operating under the current statute? Do you believe this could be done quickly or should it be delayed for more study?

Performance/Outcomes-based Funding

23. Review your proposal for tying performance to funding (due December 1, 2013, pursuant to S.B. 11-052).

24. Do we really have to wait until all funds have been restored (to $706 million) to go to performance-based funding?

25. Provide additional information on other states' performance funding efforts. How do these address the differences between different kinds of institutions?

Other

26. What is driving the requested increase for the DTAP program? Is it the number eligible for the program or are costs actually increasing?

27. Why hasn't the Department attempted to implement the COF as was originally intended?

28. What entity is responsible for building maintenance management for institutional properties? Clarify the roles of the institutions, CCHE, and the State Architect.

29. What are institutional policies related to national merit scholars? Do they typically receive merit-based aid or admissions preferences?

9:40-10:10 WESTERN STATE COLORADO UNIVERSITY

Note: The JBC requests that trustees be present for the hearing

Financial Health of Institution

1. What is your plan to ensure there is long term financial health of your institution?

2. How do the areas you serve affect your performance? How does your situation compare with Mesa State's?

3. Review your recent construction projects. When will we know if your capital investments have succeeded in drawing students?

4. Provide the schedule for anticipated increases in bond payments and/or student fees.

5. Are cost increases affecting enrollment?

6. If your institution is unable to cover its bond payments, who is responsible? Is it the State? Do you foresee this happening? If so, when?

7. Is there interest in merging with other institutions of higher education in an effort to reduce your fixed overhead costs?

Higher Education Funding Request and Options for Statutory Change

8. Please clarify your plans for tuition and fee increases in FY 2014-15.

9. How will low income students fare under your plan for FY 2014-15 tuition increases and financial aid allocations?

10. Several years ago, the Colorado Legislature gave flexibility to institutions of higher education to set your own tuition costs (S.B. 10-003). What is your opinion of this statute and is it time for change?

11. What recommendations do you have for the Joint Budget Committee and the General Assembly to make the funding for higher education more equitable across institutions?

12. How does your institution define "need based aid", "merit based aid", and "work study"? Do you have a position on the staff recommendation to clarify financial aid statutes?

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13. What does it cost you to educate a student? Is your tuition above or below that amount?

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15. Since FY 2000, how have your operations costs increased and by what percentage? Please describe reasons for operational cost increases.

16. For institutions of higher education that are in rural areas of the state, are there increased operational costs? Please explain.

17. Since 2000, please provide a breakdown of your administrative costs and the percentage of annual increases.

18. Please provide a breakdown of the salaries for administration positions, faculty, etc.

19. What is the percentage of full time faculty vs. adjunct faculty?

20. What is the ratio of students per faculty member at your institution of higher education?

21. What is the ratio of student tuition increases in comparison to salary for administration, faculty and other staff?

22. How will the Affordable Care Act decrease health care costs for employees? Does your institution of higher education anticipate long-term savings? If so, please explain.

<u>Student Loans</u>

23. What is the loan default rate of graduates of your institution? If high, what steps are you taking to address it?

24. What is the average amount of time that it takes your graduates to repay their student loans?

<u>Workforce Needs and Employment After Graduation</u>

25. Please provide information regarding what your institution of higher education is currently doing to ensure job placement.

26. Once students graduate from your institution of higher education, what is the percentage that use their degree to find employment?

27. What is the average wage of your graduates?

28. If a graduate has a difficult time finding employment, what resources are available to him / her through your institution of higher education to find a job? What are the success rates of this effort?

29. What efforts is your institution undertaking to receive input from Colorado businesses to prepare graduates that meet their workforce needs? How often do the Colorado businesses that you work with actually hire your graduates?

<u>Performance: Persistence, Completion, Closing the Gap</u>

30. Since the Lt. Governor announced the "Master Plan" for institutions of higher education, please describe the following:

    a. If applicable, has your institution of higher education reduced the amount of time to credential their graduates? If applicable, has your institution of higher education reduced the amount of time to receive a 2-year or 4-year degree? Please distinguish percentages based on demographics, underserved communities, gender, etc.

    b. What is your institution of higher education doing to retain students? What is your retention rate? Please distinguish percentages based on demographics, underserved communities, gender, etc.

    c. Does your institution of higher education experience an attainment gap? If so, what is the institution doing to remedy such issues?

<u>ASSET</u>

31. Last session, we passed Colorado Asset (S.B. 13-033) so that undocumented students are able to receive in-state tuition. How many undocumented students is your institution of higher education currently serving?

10:10-10:50 COLORADO COMMUNITY COLLEGE SYSTEM

<u>Higher Education Funding Request and Options for Statutory Change</u>

1. Please clarify your plans for tuition and fee increases in FY 2014-15.

2. How will low income students fare under your plan for FY 2014-15 tuition increases and financial aid allocations?

3. Several years ago, the Colorado Legislature gave flexibility to institutions of higher education to set your own tuition costs (S.B. 10-003). What is your opinion of this statute and is it time for change?

4. What recommendations do you have for the Joint Budget Committee and the General Assembly to make the funding for higher education more equitable across institutions?

5. How does your institution define "need based aid", "merit based aid", and "work study"? Do you have a position on the staff recommendation to clarify financial aid statutes?

Financial Performance

6. Please provide composite financial index figures for each of your institutions. How do rural campuses fare in comparison to urban ones?

Tuition Increases: Cost Drivers

7. What does it cost you to educate a student? Is your tuition above or below that amount?

8. If tuition were lowered would more students come? Would it increase overall revenues if tuition were less? What is the breakeven point?

9. Since FY 2000, how have your operations costs increased and by what percentage? Please describe reasons for operational cost increases.

10. For institutions of higher education that are in rural areas of the state, are there increased operational costs? Please explain.

11. Since 2000, please provide a breakdown of your administrative costs and the percentage of annual increases.

12. Please provide a breakdown of the salaries for administration positions, faculty, etc.

13. What is the percentage of full time faculty vs. adjunct faculty?

14. What is the ratio of students per faculty member at your institution of higher education?

15. What is the ratio of student tuition increases in comparison to salary for administration, faculty and other staff?

16. How will the Affordable Care Act decrease health care costs for employees? Does your institution of higher education anticipate long-term savings? If so, please explain.

Workforce Needs and Employment After Graduation

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Student Loans

22. What is the loan default rate of graduates of your institution? If high, what steps are you taking to address it?

23. What is the average amount of time that it takes your graduates to repay their student loans?

Performance: Persistence, Completion, Closing the Gap

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ASSET

25. Last session, we passed Colorado Asset (S.B. 13-033) so that undocumented students are able to receive in-state tuition. How many undocumented students is your institution of higher education currently serving?

10:50-11:00 BREAK

11:00-11:20 COLORADO SCHOOL OF MINES

Higher Education Funding Request and Options for Statutory Change

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4. What recommendations do you have for the Joint Budget Committee and the General Assembly to make the funding for higher education more equitable across institutions?

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14. How will the Affordable Care Act decrease health care costs for employees? Does your institution of higher education anticipate long-term savings? If so, please explain.

Economic Impacts

15. How much General Fund does Mines receive compared to other schools? Compare this to Mines' output on economic development.

Workforce Needs and Employment After Graduation

16. Please provide information regarding what your institution of higher education is currently doing to ensure job placement.

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11:20-11:40 COLORADO MESA UNIVERSITY

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11:40-12:00 UNIVERSITY OF NORTHERN COLORADO

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4. What recommendations do you have for the Joint Budget Committee and the General Assembly to make the funding for higher education more equitable across institutions?

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ASSET

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12:00-1:30 LUNCH

1:30-1:50 METROPOLITAN STATE UNIVERSITY OF DENVER

Higher Education Funding Request and Options for Statutory Change

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1:50-2:20 ADAMS STATE UNIVERSITY

Note: The JBC requests that trustees be present for the hearing

Financial Health of Institution

1. What is your plan to ensure there is long term financial health of your institution?

2. How do the areas you serve affect your performance? How does your situation compare with Mesa State's?

3. Review your recent construction projects. When will we know if your capital investments have succeeded in drawing students?

4. Provide the schedule for anticipated increases in bond payments and/or student fees.

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Performance: Persistence, Completion, Closing the Gap

30. Since the Lt. Governor announced the "Master Plan" for institutions of higher education, please describe the following:

    a. If applicable, has your institution of higher education reduced the amount of time to credential their graduates? If applicable, has your institution of higher education reduced the amount of time to receive a 2-year or 4-year degree? Please distinguish percentages based on demographics, underserved communities, gender, etc.

    b. What is your institution of higher education doing to retain students? What is your retention rate? Please distinguish percentages based on demographics, underserved communities, gender, etc.

    c. Does your institution of higher education experience an attainment gap? If so, what is the institution doing to remedy such issues?

ASSET

31. Last session, we passed Colorado Asset (S.B. 13-033) so that undocumented students are able to receive in-state tuition. How many undocumented students is your institution of higher education currently serving?

2:20-3:00 COLORADO STATE UNIVERSITY SYSTEM

Higher Education Funding Request and Options for Statutory Change

1. clarify your plans for tuition and fee increases in FY 2014-15.

2. How will low income students fare under your plan for FY 2014-15 tuition increases and financial aid allocations?

3. Several years ago, the Colorado Legislature gave flexibility to institutions of higher education to set your own tuition costs (S.B. 10-003). What is your opinion of this statute and is it time for change?

4. What recommendations do you have for the Joint Budget Committee and the General Assembly to make the funding for higher education more equitable across institutions?

5. How does your institution define "need based aid", "merit based aid", and "work study"? Do you have a position on the staff recommendation to clarify financial aid statutes?

Financial Performance

6. Please provide composite financial index figures for each of your institutions. How does CSU Pueblo fare in comparison to Fort Collins?

Tuition Increases: Cost Drivers

7. What does it cost you to educate a student? Is your tuition above or below that amount?

8. If tuition were lowered would more students come? Would it increase overall revenues if tuition were less? What is the breakeven point?

9. Since FY 2000, how have your operations costs increased and by what percentage? Please describe reasons for operational cost increases.

10. For institutions of higher education that are in rural areas of the state, are there increased operational costs? Please explain.

11. Since 2000, please provide a breakdown of your administrative costs and the percentage of annual increases.

12. Please provide a breakdown of the salaries for administration positions, faculty, etc.

13. What is the percentage of full time faculty vs. adjunct faculty?

14. What is the ratio of students per faculty member at your institution of higher education?

15. What is the ratio of student tuition increases in comparison to salary for administration, faculty and other staff?

16. How will the Affordable Care Act decrease health care costs for employees? Does your institution of higher education anticipate long-term savings? If so, please explain.

<u>Workforce Needs and Employment After Graduation</u>

17. Please provide information regarding what your institution of higher education is currently doing to ensure job placement.

18. Once students graduate from your institution of higher education, what is the percentage that use their degree to find employment?

19. What is the average wage of your graduates?

20. If a graduate has a difficult time finding employment, what resources are available to him / her through your institution of higher education to find a job? What are the success rates of this effort?

21. What efforts is your institution undertaking to receive input from Colorado businesses to prepare graduates that meet their workforce needs? How often do the Colorado businesses that you work with actually hire your graduates?

<u>Student Loans</u>

22. What is the loan default rate of graduates of your institution? If high, what steps are you taking to address it?

23. What is the average amount of time that it takes your graduates to repay their student loans?

Performance: Persistence, Completion, Closing the Gap

24. Since the Lt. Governor announced the "Master Plan" for institutions of higher education, please describe the following:

    a. If applicable, has your institution of higher education reduced the amount of time to credential their graduates? If applicable, has your institution of higher education reduced the amount of time to receive a 2-year or 4-year degree? Please distinguish percentages based on demographics, underserved communities, gender, etc.

    b. What is your institution of higher education doing to retain students? What is your retention rate? Please distinguish percentages based on demographics, underserved communities, gender, etc.

    c. Does your institution of higher education experience an attainment gap? If so, what is the institution doing to remedy such issues?

ASSET

25. Last session, we passed Colorado Asset (S.B. 13-033) so that undocumented students are able to receive in-state tuition. How many undocumented students is your institution of higher education currently serving?

3:00-3:10 BREAK

3:10-3:30 FORT LEWIS COLLEGE

Higher Education Funding Request and Options for Statutory Change

1. Please clarify your plans for tuition and fee increases in FY 2014-15.

2. How will low income students fare under your plan for FY 2014-15 tuition increases and financial aid allocations?

3. Several years ago, the Colorado Legislature gave flexibility to institutions of higher education to set your own tuition costs (S.B. 10-003). What is your opinion of this statute and is it time for change?

4. What recommendations do you have for the Joint Budget Committee and the General Assembly to make the funding for higher education more equitable across institutions?

5. How does your institution define “need based aid”, “merit based aid”, and “work study”? Do you have a position on the staff recommendation to clarify financial aid statutes?

Native American Tuition Waiver

6. Provide an update on your efforts to get federal changes related to the Waiver requirement.

Tuition Increases: Cost Drivers

7. What does it cost you to educate a student? Is your tuition above or below that amount?

8. If tuition were lowered would more students come? Would it increase overall revenues if tuition were less? What is the breakeven point?

9. Since FY 2000, how have your operations costs increased and by what percentage? Please describe reasons for operational cost increases.

10. For institutions of higher education that are in rural areas of the state, are there increased operational costs? Please explain.

11. Since 2000, please provide a breakdown of your administrative costs and the percentage of annual increases.

12. Please provide a breakdown of the salaries for administration positions, faculty, etc.

13. What is the percentage of full time faculty vs. adjunct faculty?

14. What is the ratio of students per faculty member at your institution of higher education?

15. What is the ratio of student tuition increases in comparison to salary for administration, faculty and other staff?

16. How will the Affordable Care Act decrease health care costs for employees? Does your institution of higher education anticipate long-term savings? If so, please explain.

Student Loans

17. What is the loan default rate of graduates of your institution? If high, what steps are you taking to address it?

18. What is the average amount of time that it takes your graduates to repay their student loans?

Workforce Needs and Employment After Graduation

19. Please provide information regarding what your institution of higher education is currently doing to ensure job placement.

20. Once students graduate from your institution of higher education, what is the percentage that use their degree to find employment?

21. What is the average wage of your graduates?

22. If a graduate has a difficult time finding employment, what resources are available to him / her through your institution of higher education to find a job? What are the success rates of this effort?

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Performance: Persistence, Completion, Closing the Gap

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    b. What is your institution of higher education doing to retain students? What is your retention rate? Please distinguish percentages based on demographics, underserved communities, gender, etc.

    c. Does your institution of higher education experience an attainment gap? If so, what is the institution doing to remedy such issues?

ASSET

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3:30-4:10 UNIVERSITY OF COLORADO SYSTEM

Higher Education Funding Request and Options for Statutory Change

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3. Several years ago, the Colorado Legislature gave flexibility to institutions of higher education to set your own tuition costs (S.B. 10-003). What is your opinion of this statute and is it time for change?

4. What recommendations do you have for the Joint Budget Committee and the General Assembly to make the funding for higher education more equitable across institutions?

5. How does your institution define “need based aid”, “merit based aid”, and “work study”? Do you have a position on the staff recommendation to clarify financial aid statutes?

Financial Performance

6. Please provide composite financial index figures for each of your institutions.

Tuition Increases: Cost Drivers

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15. How will the Affordable Care Act decrease health care costs for employees? Does your institution of higher education anticipate long-term savings? If so, please explain.

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Student Loans

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ASSET

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4:10-4:40 LOCAL DISTRICT JUNIOR COLLEGES

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3. What recommendations do you have for the Joint Budget Committee and the General Assembly to make the funding for higher education more equitable across institutions?

4. How does your institution define "need based aid", "merit based aid", and "work study"? Do you have a position on the staff recommendation to clarify financial aid statutes?

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4:40-5:00 AREA VOCATIONAL SCHOOLS

Higher Education Funding Request and Options for Statutory Change

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4. How does your institution define "need based aid", "merit based aid", and "work study"? Do you have a position on the staff recommendation to clarify financial aid statutes?

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14. How will the Affordable Care Act decrease health care costs for employees? Does your institution of higher education anticipate long-term savings? If so, please explain.

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ASSET

23. Last session, we passed Colorado Asset (S.B. 13-033) so that undocumented students are able to receive in-state tuition. How many undocumented students is your institution of higher education currently serving?

ADDENDUM: OTHER QUESTIONS FOR WHICH SOLELY WRITTEN RESPONSES ARE REQUESTED

Department of Higher Education

1. Provide a list of any legislation that the Department has: (a) not implemented or (b) partially implemented. Explain why the Department has not implement or has partially implemented the legislation on this list.
2. Does Department have any outstanding high priority recommendations as identified in the "Annual Report of Audit Recommendations Not Fully Implemented" that was published by the State Auditor's Office on June 30, 2013? What is the department doing to resolve the outstanding high priority recommendations?
   http://www.leg.state.co.us/OSA/coauditor1.nsf/All/D36AE0269626A00B87257BF30051FF84/$FILE/1337S%20Annual%20Rec%20Database%20as%20of%2006302013.pdf
3. Does the department pay annual licensing fees for its state professional employees? If so, what professional employees does the department have and from what funding source(s) does the department pay the licensing fees? If the department has professions that are required to

pay licensing fees and the department does not pay the fees, are the individual professional employees responsible for paying the associated licensing fees?

4. Does the department provide continuing education, or funds for continuing education, for professionals within the department? If so, which professions does the department provide continuing education for and how much does the department spend on that? If the department has professions that require continuing education and the department does not pay for continuing education, does the employee have to pay the associated costs?
5. During the hiring process, how often does the number one choice pick candidate turn down a job offer from the department because the starting salary that is offered is not high enough?
6. What is the turnover rate for staff in the department?

History Colorado

1. Submit in writing the approximate number of k-12 students that go through the history museums throughout the state.